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ABSTRACT

Developed as a supplement to existing materials on gender equity, this curriculum guide is designed to supply indepth information on sex bias and sex-role stereotyping in vocational education. It is intended for educators, students, and parents who can learn from its contents through workshops, seminars, organizational meetings, and classroom presentations. A gender equity glossary appears first. Each of the eight units contains some or all of these components: objective sheet with vocabulary list and quotations, teacher information sheets with objective and lecture notes, transparency masters, activity sheets, activity sheet answers, and action sheets. Unit I outlines what human rights are, how they are determined, and how they change. Unit II discusses traditional views of gender equity and the federal laws protecting individuals from bias. Unit III dispels myths often associated with each gender. Unit IV gives a futuristic view of where the jobs are and presents a challenge to meet the nation's needs by eliminating gender biases and racial prejudices. Unit V identifies the different types of harassment and appropriate actions to stop it. Activities in unit VI direct individuals in finding their own answers. Focus is on developing skills in decision making. Unit VII assists counselors in helping individuals explore nontraditional careers. Unit VIII evaluates home and work roles and provides insight on how to redistribute the responsibility fairly. (YLB)

ED 380 628

Gender Equity

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Gender Equity

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FOREWORD

The Vocational Education Amendments of 1976 targeted vocational education to create an equitable learning environment for both males and females. Teachers were challenged to use teaching methods that would attract both genders into their classes. Now, close to two decades later, statistics still indicate that few changes have occurred in the stereotypical enrollments. If we, as vocational educators, truly want to prepare our students to be a vital part of the world-class work force, we must first eliminate all sex biases and barriers from our vocational programs.

We believe classroom teachers will find this curriculum guide a valuable supplement to existing materials on gender equity. It is designed to supply in-depth information on sex bias and sex-role stereotyping in vocational education.

Our society does not segregate its academic classes by gender, so why do our vocational students voluntarily segregate themselves by gender? This question must be answered and resolved by the year 2000 in order to meet our nation's technical labor demands.

Dr. Roy Peters, Jr.,
State Director
Oklahoma Department of Vocational
and Technical Education

PREFACE

Gender equity is a concept often joked about, but in real life gender inequity causes many members of our work force (especially women) to settle for poverty wages rather than capitalize on their full potential. Federal laws and welfare assistance do not protect individuals from the long-term effects of gender stereotyping. And while no one likes to be teased, criticized, or harassed because of a career choice, this is the price many students and employees pay for their nontraditional career decisions. As educators, we should be the one group that offers reinforcement and assistance.

This book is designed for a variety of audiences. Educators, students, and parents can learn from its contents through workshops, seminars, organizational meetings, and classroom presentations. Every unit provides specific information pertaining to the broad spectrum associated with equity.

It is important for all to understand that everyone should have the same basic human rights. The first unit, entitled "**Define Human Rights**," outlines what human rights are, how human rights are determined, and how human rights change. This unit provides the broad perspective necessary to understand the specific gender information presented in the remaining chapters.

Traditional views of gender equity and the laws protecting us from bias are found in the second unit, "**Analyze Views of Equity**." Many of our students will face discrimination during their search for employment. This unit provides basic information on federal laws that protect their rights. Of all the units, this one could have the most impact by providing information to save our students from discriminatory hiring practices.

Perhaps one of the most difficult barriers that nontraditional students face are the myths concerning gender equity. The "**Identify Myths About Equity**" unit dispels falsehoods often associated with each gender. Activity Sheets help the student work through these tales and discover the truth. Occupation do not have genders - *people* do.

"**Economic Trends**" deals with our nation's future labor needs. It gives a futuristic view of where the jobs are. A future labor shortage will support women and minorities in technical fields where they are now seldom found. This unit presents a challenge to meet our nation's needs by eliminating gender biases and racial prejudices.

Although sexual harassment is frequently discussed in the media, educators often feel uncomfortable about discussing such incidents with others. The "**Understanding Sexual Harassment**" unit identifies the different types of harassment and appropriate actions to stop it.

Guidance counselors will benefit from the unit "**Demonstrate Decision Making Skills**," which focuses on developing skills in decision making. The activities in this unit direct individuals in finding their own answers and free then from depending on others for advice.

The "**Investigate Nontraditional Careers**" unit will assist counselors in helping individuals explore careers that they never dared to consider before because of their gender. It actually gives people permission to discover opportunities related to their aptitudes and interests.

A primary problem for many people, especially females, is how to balance home and work. Females often maintain two full-time jobs - one requires their attention for eight hours while the other demands the rest of their time. Home is often another place of work. The last unit, "**Balance Home and Work Roles**," evaluates this dual role and provides insight on how to redistribute the responsibility fairly.

I am proud of this document and feel confident that if it is used, many individuals will find the freedom to challenge themselves beyond the limits now set by our society. Our future depends on this awakening. Once individuals decide upon a nontraditional career, they need the support of educators, peers, and family. This curriculum can play a vital role in achieving gender equity.

Lou Ann Hargrave
Equity Coordinator
Oklahoma Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

This book has taken more than a year to develop. Teachers, district supervisors, and teacher educators have spent many hours providing input and making revisions. We believe the result is a valuable resource, which can be used to enhance the success of gender equity in vocational training. The following individuals are commended and thanked for their generous commitment of time, creativity, and energy that made this publication possible.

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The writer for *Gender Equity* was Sue Hoevelman. Special recognition and thank-you goes to Sue Hoevelman for the research, time, and commitment to quality given to this project. Sue Hoevelman has been a teacher and an administrator in secondary schools and colleges for more than thirty years.

With the close cooperation of the Oklahoma Department of Vocational and Technical Education staff, quality curriculum materials are now available for Oklahoma teachers. Thank-you goes to

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RESALE

GENDER EQUITY

Glossary

Affirmative action - supporting; assisting a minority of people so that they may enjoy the opportunities others have; hiring and promotion practices designed to compensate for job discrimination against women and minorities

Aggressive - a description of behavior that infringes upon another's territory or freedoms; may be hostile

Aptitude - natural or acquired ability; potential trait; examples are abstract, mechanical, numerical, and verbal reasoning, clerical speed and accuracy, space relations, spelling, and language usage

Assertive - a description of the ability to state one's needs clearly without being passive or aggressive

Attitude - state of mind, behavior, or conduct

Balance - a state of equilibrium; harmonious proportion

Bias - the assumption that one condition, appearance, behavior, gender, race, religion, ability, or age is superior to others; in reference to gender sometimes called sex-bias

Career - life path; pursuit of an occupation; a noteworthy activity

Comparable worth - basing wages on level of skill, effort, responsibility, working conditions, and education requirements to do job; differs from equal pay for equal work which applies to performing identical jobs

Conformity - the act of being the same or similar to; acting, dressing, or behaving like other people

Discrimination - any action which limits or denies a person or group of people opportunities, privileges, roles or rewards on the basis of gender, race, age, religion, or physical ability; sometimes called exclusion

Equality - state or quality of being equal and fair; justice

Equal opportunity - unbiased action(s) that provide the same chances for all people; sometimes called equal access

Equity - an environment of fairness, justice and freedom with no discrimination; allows all people the same opportunities for advancement

Fairness - treating all people in the same manner

Feminine - characteristics or behaviors considered unique to females

Gender equity - condition or state of individuals having equal freedoms, access and opportunities based upon their abilities, talents, interests, and aptitudes; sometimes called sex equity

Harass - to trouble, annoy, torment persistently

Harassment - the condition of troubling, annoying, or tormenting persistently; in reference to behavior aimed at a person's sexual identity is called sexual harassment

Human rights - the just and fair claims people have as a result of law, nature, or tradition

Infringement - violation of a right, privilege, regulation, law, or contract

Intimidation - the act of causing fear or scaring with the intent of controlling

Job - a specific position or situation of employment

Majority - the greater part; the group having the most power; in the workforce, white males are the majority group

Masculine - characteristics or behaviors considered unique to males

Minority - a racial, religious, political, gender, age, or national group smaller than and usually different in some ways from the larger group (majority) of which it is part

Myth - a collective opinion, belief, or ideal that is based upon faulty reasoning

Nonsexist language - ways of writing and speaking that do not reflect gender bias

Nontraditional - a change from the long-accepted

Nontraditional careers - occupations held by members of the gender not usually associated with them; examples are females as doctors, mechanics, police officers, truck drivers, carpenters and males as secretaries, nurses, teachers, cheerleaders, day care workers; an occupation is considered nontraditional if 75% of the workers in that occupation are of the opposite sex

Passive - submitting or yielding without resistance; not protecting one's self or one's rights

Peer pressure - the need a person feels to conform to the standards of his or her associates, especially to the standards of those people by whom he or she wants to be accepted

Responsibility - the state of being accountable, able to fulfill one's duty

Right - a just and fair claim

Role - a character, part, or job; in reference to sex role or gender role, refers to characters, parts, or jobs assigned by gender, not by ability, interest, aptitude, talent, or desire

Self esteem - the view a person has of self, the value a person has for his or her abilities, knowledge, appearance, talents, etc.

Sex bias - having attitudes based on gender rather than on abilities and merit; beliefs that limit the roles of females and males; sometimes called sexism

Sex role - self concept; beliefs regarding a person's biological maleness or femaleness; how one views self in relation to his or her stereotyped idea of male or female

Sexist language - words which discriminate against one gender

Sexual harassment - unwanted physical or verbal behavior that is aimed at a person's sexual being

Socialization - learning the culture--values, attitudes, knowledge, skills, and techniques of a society

Stereotyping - attributing behaviors, abilities, interests, values, roles, and/or appearances to a person or group of people based upon their gender, race, age, religion or physical ability; When based upon gender may also be called sex-role stereotyping, sex-stereotyping, sex-typed, sex-biased, or role-stereotyping

Traditional - the state of having been acceptable for a long time by a large portion of the society; the observance of Mother's Day is an example of an old, widely accepted custom in America

Traditional careers - occupations usually held by members of one gender; jobs stereotyped as female (secretary, nurse, teacher) or male (doctor, mechanic, police officer); occupations in which 75% or more of the workers are of the same gender

Trend - a general course, inclination, or direction

Values - something considered desirable, worthy, or right as a belief, standard, or moral condition

Views - opinions, judgments, beliefs

Work force - all people currently working for wages

Definitions are based upon content of text; for complete definitions, consult a dictionary.

GENDER EQUITY

Resources

Electronic Media

- *Sending the Right Signals*. Project Tide, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305. (201-547-2188) (15 minutes, VHS)

- *Dreams of Flying*. Circle Project, California State University, 655 University Avenue, Suite 109, Sacramento, CA 95825. (20 minutes, VHS, $30)

- *Tale of "O"*, 1980. Goodmeasure, Inc., Cambridge, MS 02139. (30 minutes, VHS)

Print Media

- *America's Top Technical and Trade Jobs*. JIST Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202, 1992. (317-264-3720)

- *Encyclopedia of Careers and Vocational Guidance*, Eighth edition, Vols. 1-4. J.G. Ferguson Publishing Company: Chicago, IL 1990.

- Klein, Susan, ed., *Handbook for Achieving Sex Equity Through Education*. The Johns Hopkins University Press: Baltimore, 1985.

- *Labor Market Information Newsletter*. Will Rogers Memorial Office Bldg.: Oklahoma City, OK 73105. (405-557-5382)

- Oklahoma Employment Security Commission. Will Rogers Memorial Office Bldg.: Oklahoma City, OK 73015. (405-557-7103)

- Sieghart, Paul. *The Lawful Rights of Mankind: An Introduction to the International Legal Code of Human Rights*. Oxford University Press: London, 1985.

- *The Right Vo-Tech School*. Arco Publishing, One Gulf: New York 10023, 1989.

- Yankelovich, Daniel. *New Rules: Searching for Self-Fulfillment in a World Turned Upside Down*. Random House, Inc.: New York, 1981.

Current Data Regarding Employment

- Mid-Atlantic Equity Center, 5010 Wisconsin Avenue, N.W., Ste. 310, Washington, DC 20016.
- Women's Action Alliance, Inc., 370 Lexington Avenue, Suite 603, New York, NY 10017.
- Johnston, William B. and Arnold H. Packer, *Workforce 2000.* Hudson Institute, The Herman Kahn Center, 5395 Emerson Way, P.O. Box 26-919, Indianapolis, IN 46226, 1987.
- U.S. Department of Labor, Bureau of Labor Statistics, GAO Building Room 2486, Washington, DC 20212.

Information Regarding Results of Litigation

- *Manager's Legal Bulletin.* Alexander Hamilton Institute Incorporated, 197 West Spring Valley Avenue, Maywood, NY 07607.

Government Research Data

The following books may be purchased from:

- Jist Works, Inc., 720 North Park Avenue, Indianapolis, IN 46202-3431, 1-800-648-JIST

  Dictionary of Occupational Titles. United States Department of Labor.

  Guide for Occupational Exploration

  Occupational Outlook Handbook. Bureau of Labor Statistics.

Use of This Publication

Welcome to an exciting, challenging topic--Gender Equity. Commonly known as "equality of the sexes," gender equity in education and employment becomes more important to the United States as our labor force decreases and our international competition increases. World media comparisons of craftsmanship, test scores, and school drop-out rates repeatedly point out the need for improvement in the ways we train students and workers. Our education, training, and employment systems are the results of our beliefs, and, until we change our beliefs, our systems will remain the same. The aim of Gender Equity is to help students create attitudes of acceptance of and respect for all people, including themselves, as individuals. Once we as a nation believe that every individual has the right to develop to her or his potential, both personally and professionally, our education, training, and employment systems will change.

These Gender Equity materials are outlines to be developed by the teacher depending upon the time allotted, the supplementary materials available, the attitudes of students, and the teacher's interest. Even though each unit represents the fulfillment of an objective, these materials are intended only to nurture ideas, not to be the final and complete word on gender equity. The units are designed to be covered in two to five days but may be condensed or expanded to fit the time available.

Each unit contains an Objective Sheet, Teacher Information Sheets, Transparencies, Activity Sheets, and Activity Sheet Answers. Some units include Teacher Supplements and/or Handouts. Since gender equity is a topic of opinion and attitude, not fact and ability, no pre- and post-tests are included. Each unit may be started by asking for a written statement, for example "Define human rights," or "What does this quote (see Objective Sheet) mean to you?" The unit may be concluded with a follow-up, e.g. "After talking about human rights, how would you change your initial statement?"

A few units include Action Sheets, activities that require more time and classroom space than Activity Sheets. Action Sheets, adapted from those of Terry Masters in *Educational Equity Teaching, Learning, Achieving*, Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1981, may be used at the beginning of Gender Equity or with any of the units. They are effective in eliciting student beliefs regarding equity and will create opportunities for in-depth discussion.

The materials in these units may be sequenced as needed. Although the Advisory Committee recommended the order of printing, the best presentation of the materials will be the one that accommodates student learning.

For each unit the Objective Sheet states the student learner outcome, lists the table of contents for the unit, lists vocabulary words that might be unknown to students, and gives quotations that may be used as you think appropriate. The vocabulary and quotations are not limited to the unit in which they first appear and may be used repeatedly.

Teacher Information Sheets present an outline of lecture information which can be updated or supplemented as needed. Transparencies and Activity Sheets are designated in the text but may be used at any time during the presentation.

Because Gender Equity asks students to examine their beliefs, the teacher's role as discussion facilitator is very important. Students should be encouraged to express their opinions. To have orderly discussions, guidelines should be established.

1. **All opinions are respected**. Opinions of students will not be laughed at or put down by others. Only in an atmosphere of trust will students speak openly and honestly.

2. **Opinions will be stated as specifically as possible**. Words such as fair, right, crummy, and rip-off will be defined.

   Clearly defined words help both the speaker and the listener determine and/or visualize the message.

3. **Everyone gets a chance to be heard**. After each person has been allowed to speak once, second remarks will be heard if time allows.

   Feelings may surface which students have never experienced before; airing them may be cathartic. Because gender equity also deals with sexual harassment, students may reveal incidents that need to be discussed with the school counselor. Be attentive to both verbal and nonverbal signs of students' discomfort with the topics.

If time is limited, discussion may be shortened by announcing, for example, "We have five minutes . . . " or "We'll hear one more personal experience . . . "

Guest speakers can be a very valuable part of the units of study. The following are some suggestions for guest speakers: an attorney or personnel director to talk about employment laws, the Title IX Director for your school to talk about compliance with federal regulations, or workers in nontraditional careers to talk about advantages and disadvantages of their particular jobs.

Student research activities may also be included. Much of the information about gender equity is changing. Researching current employment data, for example, will give students an idea of available information provided by our state and federal governments. Questions for research may arise during class discussion. Examples of subjects to research are: What about employment rates for Asians? What's the difference between the salary of a journeyman and a master craftsman? How many women have been astronauts?

Out-of-class assignments may also be made. Students will have many examples and incidents, especially from media, that can be included in discussion. The disparities between the sexes are frequent themes in cartoons and sit-coms, so the question of "Why do we treat these serious issues, ones which have such devastating effects on us as individuals and our country as a world power, with humor?" may arise. The answer to this may lie in another question: Who creates humor in the United States?

The study of gender equity is so far reaching that it is limited only by the creativity of both teachers and students. The timeliness of the issue will make for lively discussions. Since most students will be able to relate personally to the subject, motivation for study will not be a problem.

Much progress is needed in our country in the area of gender equity. It is a challenging movement for change which can only make this great country even greater.

DEFINE HUMAN RIGHTS

Objective Sheet

Students will define terms associated with human rights.

Teacher Information Sheet
Transparency 1 - Human Rights
Transparency 2 - Definition of Rights
Transparency 3 - International Covenant
Activity Sheet 1 - Identifying Human Rights
Activity Sheet 2 - My Rights
Activity Sheet 3 - Infringements
Activity Sheet Answers 1 - 3

Vocabulary

rights
human rights
discrimination
bias
equality
equity
fairness
infringement
minority
affirmative action

Quotations

Those who deny freedom to others deserve it not for themselves. --Abraham Lincoln, American President

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --Declaration of Independence, July 4, 1776

America did not invent human rights. In a very real sense . . . human rights invented America. --Jimmy Carter, American President

"Freedom from fear" could be said to sum up the whole philosophy of human rights. --Dag Hammarskjold, UN Secretary-general

(Equality) The greatest of all doctrines and the most difficult to understand. --Mark VanDoren, American philosopher

DEFINE HUMAN RIGHTS

Teacher Information Sheet

Objective: Students will define terms associated with human rights.

Lecture Notes (Transparency 1 - Human Rights)

1. What are human rights?

A right is a just and fair claim. A human right is a just and fair claim to that which is given by law, nature, or tradition. (Transparency 2 - Definition of Rights) Human rights are inherent (part of the nature of), unalienable (cannot be given to another), and equal (the same for all people). This means all people have, by the nature of being human, equal rights that cannot be taken away from one without being taken away from all other people, including the rulers.

Taking these rights away is called discrimination (an act based upon preconceived ideas).

Discrimination is based upon the fear that allowing others their rights will take away from the person or group who discriminates. If we think we are superior and more deserving, we fear those who threaten to change our status. This kind of bias (thinking that one condition, race, religion, gender, age, etc., is superior to another) creates conditions in which others cannot develop to their fullest potential as human beings.

For example, if an applicant is for some reason favored, she or he may get the job even though not the best qualified applicant. In unbiased employment practices, the best candidate is hired. In another example, if female high school students were allowed to participate in football, changes may have to occur such as additional equipment purchased, directions voiced more acceptably, and facilities renovated. The bias in these cases is for a pre-selected job candidate and against girls in football.

Discrimination is a kind of control that attempts to establish the inferiority of others and may be aimed at groups as well as individuals. The result of discrimination is the limiting of opportunities for people to grow. By grouping all people of one race, one gender, one religion, one physical ability, or one age and ignoring their individuality, we discriminate; we act upon preconceived ideas, not upon reality.

In order to combat discrimination and to emphasize the importance of the individual, communities of nations have named specific human rights. One of the documents, the "Universal Declaration of Human Rights," was written by the United Nations in 1948. This was followed by two additional documents on civil and political rights in 1976. In addition to any other code of rights which the individual countries have written, this code governs the 158 countries that participated in its making.

Article 26 of the International Covenant on Civil and Political Rights (United Nations, 1976) states: (Transparency 3 - International Covenant on Civil and Political Rights)

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

One of the characteristics of human societies is that some people rule other people. Because the views and interests of those who rule differ from the views and interests of those who are ruled, agreements are made to help resolve the conflicts that arise. These agreements, called laws, regulations, charters, pacts, treaties, covenants, etc., are made by nations, states, counties, cities, and organizations. They spell out the rights, called human rights, to which the members of that group are entitled. They attempt to establish equality for all people.

We in America are guaranteed rights by our own codes, such as the Bill of Rights, in addition to those our country has made with other countries. The goal of such codes is to create an environment of equity, which means fairness, justice, and freedom for all. In the work place and in education, these statements call for equal opportunities free from discrimination for all people.

Because no one person, country, or organization can oversee the upholding of these rights, inequities exist, many of which affect employment and education. As a result, specific laws have been written to address infringements (violations, trespasses) upon the rights of minorities and women.

Among the rights guaranteed by law are:

1. Fair wages and equal conditions for women and men doing equal work

2. Equal opportunity for everyone to be promoted in employment, subject only to competence and seniority

3. Special protection to mothers before and after childbirth with paid leave and/or adequate social security benefits

4. Equal right to education for everyone directed to the full development of the human personality

When changes have been made to support fairness, justice, and freedom, affirmative action has been taken. That means that actions, such as hiring and promoting, have occurred that give minority people the same opportunities which majority people have. (Activity Sheet 1 - Identifying Human Rights)

2. How are human rights determined?

Such documents as those created by the UN and our federal and state legislatures name rights to which we as citizens are entitled. But these rights have to be defined by courts of law. Rights sometimes questioned in courts of law include, for example, those about fair treatment in employment and education.

Rights people have by nature include such activities as the right to have children, to express self, and to protect family. Rights we have by tradition vary according to our culture. In America these include such activities as the right to purchase single-family housing, to attend school proms, and to celebrate birthdays.

Rights by nature and tradition are taken for granted until someone tries to curtail them. Because such rights are not always clearly defined, when one person's right interferes with another person's right, conflict occurs. This conflict may or may not be resolved in a court of law.

Some rights are determined by the age or the role we have in life. A child, for example, has the right to expect a home; a student has the right to know his academic record; an employer has the right to reprimand an employee for being late to work. Not all rights associated with roles have been defined; consequently, the person in power--the parent, the teacher, or the employer--may be the one who determines the existence and extent of the right. (Activity Sheet 2 - My Rights)

3. How do human rights change?

Problems that result from clashing rights can be resolved through effective communication between the disagreeing people. This solution requires that both individuals or groups agree to compromise or one agrees to lose peacefully. A change in behavior is necessary to end the conflict. If no one agrees to change, the problem may be referred to a court of law to determine what is fair and just. Legal proceedings cause loss of time, money, and mental well being and may change only the observable behavior, not the attitudes, of the person who limits the rights of others. Because not all rights are enforceable by law, injustices exist that are difficult to address.

Many laws have been passed to protect the rights of minorities which include physically limited people, women and men in or training for nontraditional occupations, aged people, people of races other than Caucasian, and people of religious beliefs other than Christian. These laws attempt to legislate just and fair behavior; they cannot, however, create just and fair attitudes. (Activity Sheet 3 - Infringements)

When we are subject to actions or behaviors of others that limit or deny us the opportunities, privileges, roles, or rewards to which we are entitled because of our gender, race, age, religion, or physical ability, we are victims of discrimination. We have been denied a legitimate opportunity to express and/or advance ourselves.

Human Rights

1. **What are human rights?**

   Claims people have to freedoms, opportunities, and activities that allow them to develop to their potential

2. **How are human rights determined?**

   By law as determined by courts

   By nature from having been born human

   By tradition as sanctioned by one's culture

3. **How do human rights change?**

   By law after litigation

   By nature as the human body evolves into being capable of new activities and interests

   By tradition as one's culture approves or disapproves activities, characteristics, beliefs, standards

Definition of Rights

RIGHTS – a just and fair claim

to that which is

given by

law,

nature, or

tradition.

International Covenant
on
Civil and Political Rights

United Nations, 1976

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

DEFINE HUMAN RIGHTS

Activity Sheet 1

Identifying Human Rights

Part I

Directions: Write the word--law, nature, or tradition--in the blank before each statement that you believe is a human right by law, nature, or tradition.

____________________ 1. To have a car at age 16

____________________ 2. To sign petitions

____________________ 3. To dress for school the way I choose

____________________ 4. To have a free public education

____________________ 5. To seek gainful employment

____________________ 6. To have unpolluted drinking water

____________________ 7. To have my teacher's attention whenever I need it

____________________ 8. To refuse to answer a journalist's question

____________________ 9. To borrow my sister's/brother's clothes

____________________ 10. To attend any place of worship I want

____________________ 11. To keep health records confidential

____________________ 12. To associate with people of my choosing

____________________ 13. To eat at any public restaurant of my choicé

____________________ 14. To join in any civic club or student organization which I choose

____________________ 15. To speak for or against any candidate for public office

Part II

Circle the numbers of rights to which you think you are entitled.

Part III

What questions did you have as you decided to which of these rights you were entitled?

DEFINE HUMAN RIGHTS

Activity Sheet 2

My Rights

Part I

Directions: Complete the following by filling in the blanks.

As a person my age, I have the following rights:

1. The right to discretionary spending money
2. The right to transportation
3. ______________________________
4. ______________________________
5. ______________________________

As a student, I have the following rights:

1. The right to privacy of school records
2. The right to question teachers regarding academic work
3. ______________________________
4. ______________________________
5. ______________________________

As an employee, I have the following rights:

1. The right to a healthful work environment
2. The right to safe equipment with which to work

3. ______________________________

4. ______________________________

5. ______________________________

Part II

Circle the rights with which your parent/guardian, teacher, or employer would not agree. Be prepared to discuss the differences in opinions.

DEFINE HUMAN RIGHTS

Activity Sheet 3

Infringements

Part I

Directions: What infringements upon your rights have you experienced? Be prepared to describe the incident(s) and your reaction(s).

Part II

Briefly describe infringements you have witnessed upon the rights of each group.

1. Physically limited people

2. Racial minorities

3. Religious minorities

____

____

____

4. People working in nontraditional* occupations

____

____

____

*occupations held by the gender not often associated with them

DEFINE HUMAN RIGHTS

Activity Sheet Answers

Activity Sheet 1

Part I

Answers may vary.

1. By law one may drive a car at age 16 if she or he has obtained a legal driver's license. Having access to a car is determined by parents or guardians and is not considered a human right.
2. By law one has the right to sign petitions. However, petitions representing legal entities require signers to be 21 years of age or older.
3. By law one has the right to wear clothes of his or her choosing so long as his or her appearance does not distract other students from the education process. The local board of education has the right to determine what "distraction" entails.
4. By law one has the right to attend public schools without charge.
5. By law one has the right to seek employment of his choice; obtaining a job, however, depends upon qualifications and experience.
6. This is an inherent right for all living beings.
7. By tradition one has the right to a teacher's attention as needed for academic reasons; dominating all of a teacher's time is, however, being aggressive and may cause social problems.
8. By law one may refuse to answer any question.
9. By tradition one may borrow from others with permission.
10. By law one may attend the church of choice.
11. By law one's school and health records must be kept confidential; only with permission may they be released to a third party. Fear of AIDS is causing this law to be challenged.

12. By tradition one may associate with people of choice.

13. By law one is guaranteed service by a public enterprise providing laws for decency of appearance are upheld.

14. By law one can join any civic club or student organization for which he or she qualifies. Boy and Girls Scouts are, by law, exceptions in which one must be of the designated gender.

15. By law one can speak about a candidate; laws regarding slander, however, curtail character defamation.

Parts II and III

Answers will vary.

Activity Sheet 2

Part I

Answers will vary but may include:

Person:	Right to use public areas such as highways and parks
	Right to purchase goods not otherwise restricted by law
	Right to patronize privately owned enterprises such as theaters and stores
	Right to join national organizations
	Right to attend place of worship of choice
Student:	Right to enroll in courses of my choosing
	Right to join all school clubs and organizations
	Right to run for student offices
	Right to participation in school competitions
	Right to use school transportation
Employee:	Right to know employer's expectations of work
	Right to a fair wage
	Right to time for a restroom and/or food break
	Right to have wage records reported accurately and in a timely manner
	Right to be reimbursed for work expenses incurred

Part II
Answers will vary.

Activity Sheet 3

Part I

Answers will vary.

Part II

Answers will vary but may include:

1. Physically limited people

   Denied access to areas such as buildings, rooms, floors, etc.

   Denied knowledge of proceedings because of no interpreter being available

   Denied freedom to do for self because others assume helplessness

2. Racial minorities

   Denied employment in areas for which they are qualified

   Denied access to public areas

   Denied feelings of self worth because others look at and speak to with distrust and dislike

3. Religious minorities

   Denied feeling of self worth because others look at and speak to with distrust and dislike

   Denied time to observe religious holidays

   Denied the right to choose to participate in an activity of the majority

4. People working in nontraditional occupations

   Denied access to knowledge commonly known by other employees

   Denied opportunities for advancement through training and/or promotion

   Denied equal pay for equal work

ANALYZE VIEWS OF EQUITY

Objective Sheet

Students will identify three views of gender equity.

Teacher Information Sheet
Teacher Supplement - Other Laws
Transparency 1 - Three Views of Gender Equity
Transparency 2 - Sex-typed Female Behaviors
Transparency 3 - Sex-typed Male Behaviors
Transparency 4 - Unemployment Rates
Transparency 5 - Employment Status by Sex and Race
Transparency 6 - Women's Earnings as Percent of Men's
Transparency 7 - Low-Wage Workers by Gender
Transparency 8 - Definition of Poverty
Transparency 9 - Title VI
*Transparency 10 - Title VII
*Transparency 11 - Title VII
Transparency 12 - Title IX
Transparency 13 - Equal Pay Act
Transparency 14 - Equal Education Opportunity Acts
Transparency 15 - Steps in Filing a Discrimination Complaint
Transparency 16 - Filing with the EEOC
Activity Sheet 1 - Identifying Stereotypes: Characteristics
Activity Sheet 2 - Identifying Stereotypes: Roles
Activity Sheet 3 - Identifying Stereotypes: Views
Activity Sheet 4 - Legal Decisions
Activity Sheet Answers 1 - 4
+Action Sheet One - Get Acquainted
+Action Sheet Two - Take a Stand
+Action Sheet Three - Top Two
+Action Sheet Four - Profiles
+Action Sheet Five - Media Survey
+Action Sheet Six - Current Unemployment Rates

*If only a few transparencies are to be used, Title VII is the most important federal law prohibiting sex discrimination in employment.

+Action Sheets are interesting group activities that supplement the unit material. They may be used at the introduction, conclusion, or at any time during the instruction. Action Sheets require time from one-half to one and one-half hours and space in which students can talk in groups.

Vocabulary

- gender equity
- traditional values
- views
- stereotyping
- role
- nontraditional
- equal opportunity
- comparable worth

Quotations

Equity considers that to have been done which ought to have been done. --Legal Maxim

No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly happy till all are happy. --Herbert Spencer, English writer

To have one's individuality completely ignored is like being pushed quite out of life. Like being blown out as one blows out a light. --Evelyn Scott, American writer

ANALYZE VIEWS OF EQUITY

Teacher Information Sheet

Objective: Students will identify three views of gender equity.

Lecture Notes (Transparency 1 - Three Views of Gender Equity)

Gender equity refers to the state of all individuals, both females and males, having equal rights. It is freedom from favoritism based upon gender. If gender equity exists, freedoms, access, and opportunities are based upon one's abilities, talents, interests, and aptitudes, not upon one's sex. Gender equity allows women and men to develop according to their needs, interests, and abilities, not according to others' beliefs.

Gender equity comes about when a society believes that all people should be treated equally because they have equal value as contributing citizens. Equity is slow to come about, however, when those in power believe that redistributing the power, wealth, and benefits in America will be their loss.

1. What are the traditional views regarding the equality of males and females?

Standards that are passed from generation to generation are sometimes called traditional values. Because we learn these values in our homes, schools and places of worship, we seldom question them. Regarding the sexes, we learn two sets of standards--one for women and one for men. Traditionally society has believed that the characteristics attributed to men are more desirable than those attributed to women.

Views (opinions, judgments, beliefs) that maintain that men and women differ in their abilities, talents, interests, and aptitudes are called traditional views. Among the qualities often attributed to males are controlling, achieving, taking risks, and having physical, emotional and intellectual strength; those attributed to females include pleasing others, being passive, caring for others before self, and depending upon men. People who support these differences, called "traditionalists," may cite selections from history, the Bible, and/or the animal kingdom to support their opinions.

As a result, two different sets of expectations exist regarding the roles of women and men, the physical, emotional intellectual abilities of each, and the freedoms to which each gender is entitled. To ascribe the same set of characteristics to all people of the one gender, race, religion, or physical ability is stereotyping people. Such stereotyping is a strong and pervasive influence in our lives that does not allow for the individuality of people. Stereotyping by gender begins in the crib when females are dressed in pink and males in blue, and it does not end until a person examines the logic of her or his views. Traditional views regarding the equality of the two genders limit the rights of both because they do not consider individual interests, abilities, and needs. Such views do not end until they are challenged. (Activity Sheet 1 - Identifying Stereotypes: Characteristics)

Women, traditionally, have been viewed as the keepers of the home, unfit for public life, suited for work dealing with children, the sick or the elderly, and the arts. These traditional jobs, typically, have limited opportunities for advancement, low pay, and little status. Because many people consider women weaker physically, emotionally, and intellectually, jobs and other activities have been denied them. Their chances of finding fulfillment both personally and professionally are curtailed by these age-old values.

Men, on the other hand, have been considered the stronger of the two genders and more capable than women physically, emotionally, and intellectually. As a consequence, men have been encouraged in roles which require competition, stamina and academic excellence, roles with rewards of status and economic stability. (Activity Sheet 2 - Identifying Stereotypes: Roles; Transparencies 2 and 3 - Sex-Typed Behaviors)

2. **What are the nontraditional views regarding the equality of males and females?**

Some people reject the view that "natural differences" exist between the sexes as well as between people of the majority and minority. These thinkers believe that all people have comparable abilities, talents, interests, and aptitudes. Therefore, they encourage women to look beyond liberal arts, education, and nursing for careers; they encourage men to look beyond math, physical science, and engineering. No differences should exist in the opportunities open to all people. These views are called nontraditional because they are not widely accepted by society.

People who have such nontraditional values maintain that women should not be kept from seeking jobs usually held by men, training usually taken by men, and roles usually assumed by men--not because they think women are better than men but because they know women are of equal value to our society. As a result, nontraditional thinkers may believe that people should be paid for comparable worth. This means that jobs dissimilar in nature but equal in skills, effort, responsibility, and working conditions should have comparable salaries.

For example, the office clerk who researches and prepares a report should receive pay comparable to that of the administrator who delivers the report. (Activity Sheet 3 - Identifying Stereotypes: Views)

3. **What are the legal views regarding the equality of males and females?**

Not all views can be tried in court; many attitudes and actions that limit the advancement of men and women as human beings and as workers are so subtle that we are unaware of them unless we evolve in our self-esteem. When we begin thinking of ourselves as worthy and equal, we see and feel the injustice done to ourselves and others. If we take our questions of equality and fairness to court, we find the legal system has a long history of promoting equality for all and fighting discrimination. The forms of discrimination that deny people equal opportunities in organizations under the supervision of or funded by state or federal governments are more easily corrected than those in private business. (Activity Sheet 4 - Legal Decisions)

Enforcement of justice in every home, school, and work place is impossible. Many laws have been passed to prohibit unfair practices in the workplace and in training institutions receiving federal funds. These laws require affirmative action, or actions that create opportunities for minorities. Affirmative actions that create equal opportunities give women and minorities the same opportunities others, namely white males, enjoy. Even with the laws in place almost 30 years, inequities still exist in all aspects of employment. (Transparencies 4 - Unemployment Rates, 5 - Median Earnings, 6 - Women's Earnings, 7 - Low-Wage Workers, and 8 - Definition of Poverty)

The most important of the laws is the Civil Rights Act of 1964. Title VII specifically spells out illegal actions regarding advertising, recruiting, interviewing, hiring, promoting, etc. (Transparencies 9 - 14 - Laws)

The Equal Employment Opportunity Commission was created in 1964 to oversee compliance with these laws. The EEOC investigates complaints of employment discrimination based on race, color, religion, sex, or national origin. On November 10, 1980, the EEOC published the "Final Amendment to Guidelines on Discrimination Because of Sex," which establishes sexual harassment as a violation of Title VII of the Civil Rights Act. Information about and help with filing grievances is available from the regional EEOC office. (Transparency 15 - Steps to Filing a Complaint and Transparency 16 - Filing with the EEOC)

ANALYZE VIEWS OF EQUITY

Teacher Supplement

Other Laws

Age Discrimination in Employment Act of 1967 - prohibits employment discrimination against persons between the ages of 40 and 70

Rehabilitation Act of 1973 - prohibits discrimination on basis of handicap in employment and programs of all agencies receiving federal funds

Women's Educational Equity Act of 1974 - authorizes grants and contracts to individuals or organizations providing educational equity for women

Age Discrimination Act of 1975 - prohibits unreasonable discrimination on the basis of age in programs or activities receiving federal funds

American with Disabilities Acts of 1990 - prohibits discrimination against people with disabilities in hiring, firing, compensation, training, and advancement; also includes use of public transportation, and access to places of public accommodation and commercial and service businesses as of January, 1992

Three Views of Gender Equity

1. **What are the traditional views regarding the equality of males and females?**

   Views that maintain women are inferior to men

2. **What are the nontraditional views regarding the equality of males and females?**

   Views that maintain men and women should have equal opportunities to express their individual talents, abilities, and interests

3. **What are the legal views regarding the equality of males and females?**

   Views that maintain men and women are equal under the law and have equal rights to just and fair treatment

Sex-typed Female Behaviors

Sex-typed female behaviors include:

1. Sacrificing self for others - putting others' needs before fulfilling one's own needs
2. Being beautiful - feeling valued for physical attractiveness (labeled feminine)
3. Denying sexuality - controlling sexual feelings and relationships within the legal, religious, institutional boundaries men have set
4. Appearing helpless - fearing ability which might suggest one is unfeminine

Sex-typed Male Behaviors

Sex-typed male behaviors include:

1. Acting tough - using force to get one's way
2. Being cool - hiding emotions of sorrow, fear, or tenderness
3. Scoring - being successful in athletics, on the job, and with women
4. Competing - winning without considering the cost of doing so

Exhibiting these behaviors is identified as masculine; failing to exhibit one of the behaviors is labeled sissy.

Unemployment Rates

Unemployment of Full-time Year-Round Workers

Young Adults (16-19 years)	Rate 1984	Rate 1991	Adults (20 years of age and older)	Rate 1984	Rate 1991
African-American women	39.2	33.9	African-American women	13.1	10.9
African-American men	41.0	35.3	African-American men	13.2	11.6
Hispanic/Mexican-American women	23.8	22.2	Hispanic/Mexican-American women	9.9	8.1
Hispanic/Mexican-American men	24.7	23.1	Hispanic/Mexican-American men	9.1	9.6
White women	14.8	14.5	White women	5.7	4.9
White men	16.5	18.1	White men	5.4	6.1

Source: U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, January 1992.

Employment Status by Sex and Race

Oklahoma

1991 Annual Average

Both Sexes	Percent Distribution Work Force	Percent Distribution Employed	Percent Distribution Unemployed	Unemployment Rate Based on **All** Oklahoma Work Force
White	88.28	88.76	77.07	5.8
Black	5.70	5.45	11.44	13.0
American Indian	4.67	4.46	9.57	13.3
Spanish American	1.57	1.52	2.55	10.6
Other Races	1.35	1.33	1.92	9.4

77.07% of all unemployed people in the Oklahoma work force are white; 1.92% are of minority races other than those listed. Based upon their total representation in the Oklahoma work force, 5.8% of all unemployed people are white; 9.4% are of other minority races.

Females	Percent Distribution Work Force	Percent Distribution Employed	Percent Distribution Unemployed	Unemployment Rate Based on Oklahoma **Female** Work Force
White	87.02	87.44	77.85	5.4
Black	6.86	6.61	12.32	10.7
American Indian	4.75	4.61	7.89	51.9
Spanish American	1.46	1.41	2.55	10.4
Other Races	1.37	1.34	1.94	8.5

77.85% of all unemployed females in the Oklahoma work force are white; 1.94% are of minority races other than those listed. Based upon their total representation of females in the Oklahoma work force, 5.4% are white; 8.5% are of minority races other than those listed.

Source: Oklahoma Employment Security Commission, *Manpower Information for Affirmative Action Programs*, 1992.

Women's Earnings as Percent of Men's

For every dollar men make, women make in cents . . .

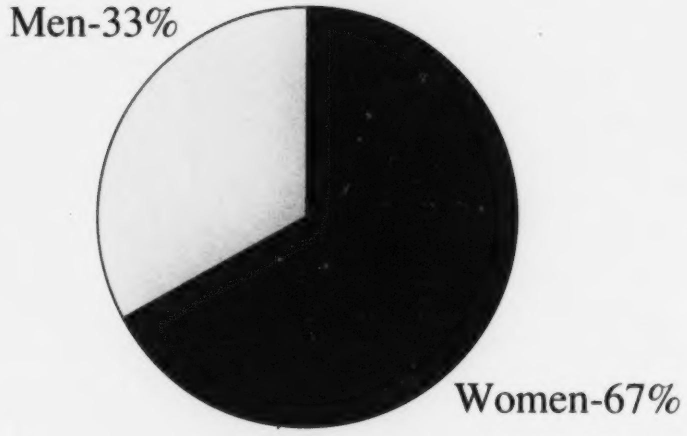
Year	Hourly	Weekly	Annual
1981	65.1	64.6	59.9
1982	67.3	65.4	62.0
1983	69.4	66.7	63.3
1984	69.8	67.8	63.0
1985	70.0	68.2	63.3
1986	70.2	69.2	63.6
1987	72.1	70.0	64.8
1988	73.8	70.2	66.0
1989	75.3	71.0	68.5
1990	76.8	71.8	71.1
1991	77.5	74.0	69.9*

*More low-wage male earners lost jobs in 1992 than high-wage males.

Source: U.S. Department of Labor, Women's Bureau, *Facts on Working Women*, October, 1992.

Low-Wage Workers by Gender

Twenty-seven percent of all adult workers hold low-wage jobs (defined as $6.10 or less an hour); two-thirds are women.



Women, especially those of minority races, are more likely to be low-wage workers. Among them are

- 4 out of 10 Hispanic/Mexican-American women
- 4 out of 10 African-American women
- 3 out of 10 white women

Source: Ohio State University, Center on Education and Training for Employment, *Vocational Equity Update*, Summer 1991.

Definition of Poverty

In 1969 the federal government defined poverty in terms of cash income before taxes, and the formula it developed for figuring poverty is still used. The Department of Agriculture had developed minimum daily nutritional requirements for an individual and determined the cost of food to meet those requirements. It had been determined that the average family spent one-third of its income on food. Poverty level was figured by multiplying the cost of the necessary food by the number of individuals in the family and that figure by three to determine the basic income needed to feed a family of that size:

Cost of food for one person x number of people in family x 3

In 1991 the poverty level for a family of four was $13,924. According to the Census Bureau, 35.7 million people or 14.2% of all Americans had incomes below the federal poverty level in 1991. Of all the families in Oklahoma, 17% had incomes below the national poverty line.

The 1969 formula is controversial with many people believing a new formula should be made which reflects current prices such as higher costs of housing and child care, health care usage, participation in the work force, and condition of property (e.g. electric lighting, indoor plumbing, and telephone).

Title VI

Section 601 of Title VI
of the Civil Rights Act
of 1964 provides that

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Title VII

Section 702 of Title VII of the Civil Rights Act of 1964 provides in part that

It shall be an unlawful employment practice for an employer--

(1) to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

(2) to limit, segregate, or classify his employees . . . in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

Title VII

According to Title VII of the Civil Rights Act of 1964,

it is illegal to discriminate in

- hiring and firing
- compensation, assignment, or classification of employees
- transfer, promotion, layoff, or recall
- job advertisements
- recruitment
- testing
- use of company facilities
- training and apprenticeship programs
- fringe benefits
- pay, retirement plans, and disability leave
- other terms and conditions of employment

It is illegal to retaliate against a person who files a charge of discrimination, participates in an investigation, or opposes an unlawful employment practice.

Title IX

Education Amendments of 1972
Section 901 of Title IX provides in part that

(A) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance, except that

(1) in regard to admission to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education . . .

(3) {not institutions controlled by religious organizations}

and

(5) {not to public undergraduate institutions that from their origin and without exception have admitted students of only one sex}

Title IX has many unresolved issues regarding gender equity.

Among them are:

1. Schools can have separate athletic teams for females and males. (Physical education classes shall not be segregated.)

2. Schools can have sex-biased curriculum materials.

3. Schools can spend unequal amount of money on male and female athletics.

4. Single-sex clubs, such as Girl Scouts, are exempt from the requirement that all extracurricular activities be co-educational.

Equal Pay Act

Paragraph 206 of the Equal Pay Act of 1963 provides that

No employer having employees subject to (the minimum wage laws) shall discriminate, within any establishment . . . , between employees on the basis of sex by paying wages to employees in such establishment at a rate less than the rate at which he pays wages to employees of the opposite sex in such establishment for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions . . .

Equal Education Opportunity Acts

The Equal Education Opportunity Acts of 1974 provide that

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by

(a) {deliberate segregation of students on basis of race, color, or national origin}

(c) {assignment to a school other than the closest one to which he or she resides if the assignment results in a greater degree of segregation on the basis of race, color, sex, or national origin}

(d) {discrimination in the employment, employment conditions, or assignment to schools of faculty or staff}

Filing a Discrimination Complaint

Document all that has occurred by time, date, exchange of words, messages, actions, and names of witnesses.

If you are a student,

1. Talk to someone in authority (your teacher, a counselor, or an administrator) at your school stating your complaint as specifically as possible
2. If correction does not occur, talk to the administrator in charge of your school
3. If correction still does not occur and you are a minor, ask your parents to represent you before the school superintendent. Schools receiving federal funds are subject to equal employment opportunity laws and must, therefore, have a grievance procedure. Follow the steps outlined in it.

If you are an employee,

1. Study the grievance procedure of your company. Follow the steps outlined in it.
2. If no procedure exists, present your complaint and support for it to your supervisor.
3. If correction does not occur, present your complaint and support to the personnel director of your company. Include the documentation of your meeting with your supervisor.
4. If correction does not occur and you still believe you have just cause for complaint, contact your EEOC field office.

Filing with the EEOC

If no conciliation occurs after the company or institutional grievance procedures have been followed, the Equal Employment Opportunity Commission (EEOC) may be contacted by calling or writing the nearest EEOC field office. Calling the toll free 800-USA-EEOC number will provide this information. EEOC guidelines are:

- Charges of discrimination must be filed by an individual or a group within 180 days of the alleged discriminatory act. (In some states, within 300 days; in federal complaints, within 30 days)
- An EEOC investigator will determine if there is reasonable cause to believe that discrimination has occurred, notify the two parties, and begin conciliation efforts.
- If conciliation is not possible, the EEOC may decide to litigate the case or notify the charging party of the right to litigate.
- At any time, the charging party may ask the EEOC headquarters in Washington, DC, to review the field office's decision.

ANALYZE VIEWS OF EQUITY

Activity Sheet 1

Identifying Stereotypes: Characteristics

Part I

Directions: Mark the activities and traits that you think are true of females with an F and those of males with an M. If the phrase describes both women and men, leave it blank.

_____ 1. Crying at funerals

_____ 2. Making decisions

_____ 3. Participating in sports

_____ 4. Programming computers

_____ 5. Working outside the home

_____ 6. Being a nurse

_____ 7. Earning the most money in the family

_____ 8. Being good at caring for children

_____ 9. Having physical stamina

_____ 10. Singing

Part II

Write a brief description of how you learned these ideas.

____

____

____

Part III

What would change your mind about your ideas about females and males?

ANALYZE VIEWS OF EQUITY

Activity Sheet 2

Identifying Stereotypes: Roles

Part I

Directions: Place a check by the statements you think are true.

_____ 1. A man should be the major breadwinner for the family.

_____ 2. A woman's work should be second to her family.

_____ 3. Men should hold doors open for women.

_____ 4. A job of women in offices is to fix coffee.

_____ 5. Men are unsuited for work as a day-care center worker or a cosmetologist.

_____ 6. Women should be paid the same as men for the same work.

_____ 7. Women should be responsible for the social activities of life such as organizing class parties, birthday celebrations, and holiday dinners.

_____ 8. Women are fit for jobs as high school principals, workers, and diesel mechanics.

_____ 9. A man's home responsibilities include taking care of the family yard and cars.

_____ 10. Men and women can use carpentry tools with mastery.

_____ 11. Men usually marry women less intelligent than they are.

_____ 12. It's appropriate for males and females to play with any toys they choose.

_____ 13. Something is wrong with a healthy high school male who does not participate in sports.

_____ 14. Something is wrong with young married women who do not choose to have children.

_____ 15. Women are too emotional to be judges or surgeons.

_____ 16. If only one salary increase can be given, it should be given to the man with the family, not to the single female employee.

Part II

Which of these are considered traditional views?

____

____

____

____

____

____

Part III

Which of these can you logically support?

____

____

____

____

____

____

Activity Sheet 3

Identifying Stereotypes: Views

Directions: Indicate how much you agree or disagree with each of the statements below by writing the number in the blank to the left.

5 - Strongly Agree **3 - Undecided** **1 - Strongly Disagree**
4 - Agree **2 - Disagree**

_____ 1. Attending college is more important for a male than for a female.

_____ 2. Keeping house, rearing children, and caring for family are the most satisfying activities a woman can do.

_____ 3. Tolerating pain is equally difficult for both women and men.

_____ 4. Being unable to make important decisions is typical of women.

_____ 5. Handling routine, repetitive tasks is as easy for men as for women.

_____ 6. Serving in the armed forces should be open to both genders.

_____ 7. Having others to depend upon is more important for women than for men.

_____ 8. Babysitting is as appropriate as a job for males as it is for females.

_____ 9. Typing and playing the piano are equally difficult for both genders.

_____ 10. The mother should receive custody of children in a divorce.

_____ 11. Working for a female supervisor is as difficult as working for a male supervisor.

_____ 12. Having courage in a crisis is more typical of men than of women.

_____ 13. Being perfectionistic about appearance is more common among women than among men.

_____ 14. Cooking and ironing are tasks men and women can do equally well.

Part II

Circle the number of each view that you think is a nontraditional one.

Part III

Discuss your answers to Part II with a classmate. Be prepared to report your discussion to your class.

Activity Sheet 4

Legal Decisions

Directions: Discuss what you think the legal view of each situation would be.

1. John was 60 years old when the company for which he had worked for twenty-five years laid him off with "first shot" at other jobs. After his first three interviews, he was told he wasn't qualified; after the fourth, he was too well qualified. What should he do?

2. Mary wanted to keep her pregnancy confidential as long as she could, so she was shocked when her supervisor called her in. "Just how do you think our big project's going to get done on time if you're out on maternity leave? This company operates on deadlines; we can't afford absent employees." Can it afford these remarks?

3. Vincent's physical condition kept him from participating in all school activities except attending classes. His body harness and wheelchair allowed him to sit upright and travel to classes. In his school the room for art, his favorite subject, was on the second floor with no elevator. What would a court decide?

4. Being the top sales rep wasn't enough for Gloria; she wanted to be the firm's sales manager, a position with much glory and power but little money. The owner even told her that going into management meant making less, "a major drop in salary." Gloria turned the job down but applied again when it opened 18 months later. "I should get the management job and the salary I make now." The owner said, "No." What would a court say?

5. Javon wanted to be on his high school's cheering squad so badly that he took private lessons and did body building his freshman and sophomore years. When he did not make the all-white squad in his affluent, suburban high school, he claimed racial discrimination. What would school authorities do?

6. When George, one of five applicants for a supervisory job in his shop, found out that the job went to the personnel manager's best buddy, he filed a complaint with the EEOC. Did the EEOC consider this reasonable cause for complaint?

7. Bob, a building engineer, wanted to observe his religion's holy days with pay and, instead, work on Christmas and Good Friday--regular company holidays. "That can't be done," his boss said, "because nobody else is here." Would a court agree?

8. Ralph couldn't understand his boss's explanation of why he didn't get a promotion. "Why are you talking to me about interpersonal skills now after I've worked here six years and received outstanding performance reviews?" "It wasn't important before," Jerry said. Ralph believed, however, that the real reason was his Arab origin. After a co-worker said, "I overheard Jerry say he would never promote a foreigner to a position of power." What protection does Ralph have?

ANALYZE VIEWS OF EQUITY

Activity Sheet Answers

Activity Sheet 1

Part I

Answers will vary. Traditionalists would consider 1, 6, 8, and 10 as feminine characteristics and activities. Nontraditionalists would leave all blank.

Part II and III

Answers will vary.

Activity Sheet 2

Part I

Answers will vary.

Part II

Numbers 1, 2, 3, 4, 5, 7, 9, 11, 13, 14, 15, and 16 are generally considered traditional views.

Part III

Answers will vary. Discussion questions may include

1. Why did you feel undecided about some statements?

2. Why did you feel very strong in agreement or disagreement with some?

3. What similarities did you find in your views and your classmates?

4. How did the views of the two genders in your class differ?

Activity Sheet 3

Part I

Answers will vary.

Part II

Answers will vary. Numbers except 3, 5, 6, 8, 9, 11, and 14 are generally considered nontraditional views.

Part III

Answers will vary.

Activity Sheet 4

Students will have various answers. Several of the laws apply to each scenario which is based upon a true incident.

The specific decisions made were as follows:

1. The court decided for John saying that the company was discriminating against an older applicant because he had too much training, experience, and education for the job.

2. Mary's privacy has been violated. She has a right to remain silent until the time that her company's maternity leave policy requires she reveal her pregnancy.

3. A handicapped student cannot be denied access to a public school classroom even if it means "great expense" to the school system.

4. No law stipulates that a job promotion means an increase in pay.

5. The local district board of education would ask for a review of the criteria for cheerleading, the way in which the try-outs were conducted, the qualifications of the judges, and the determination of finalists. They would keep in mind that a court would want proof that discrimination had not occurred.

6. The EEOC says favoritism is not against the law. In this case all five candidates were equally qualified; a lawsuit could have been filed had George been better qualified than the new hire. Note: Favoritism can cause morale problems.

7. Bob's request should be accommodated because his job does not require that he interact frequently with other employees. As a building engineer, he can productively work alone.

8. The court supported Ralph's charge of denial of promotion because of racial discrimination.

ANALYZE VIEWS OF EQUITY

Action Sheet 1

Get Acquainted

The goal of this Action Sheet is to help students understand that we are all stereotyped because of our sex, race, area of the country we live in, the kind of work we do, the color of our hair, etc. We all stereotype people by sex, thinking a behavior or characteristic is "typically" male or female. Students will move around in the room, talk simultaneously, then asked to briefly introduce a classmate. Allow approximately 30 minutes for the entire exercise.

Materials

1. One 3 x 5 card for each student
2. Straight pins if the cards are to be used as name tags

Procedure

1. Distribute a card to each student.

2. Write the three boldface statements on the board and give the examples.

   One thing about yourself you like or like to do that is typical of your sex.

   Ex: If you are female, you might like to shop, which is thought to be typical of females.

   Ex: If you are male, you might like sports, which is thought to be typical of males.

   One thing about yourself you don't like to do that is typical of your sex.

   Ex: If you are male, you might not like to work on cars, which is thought to be typical of males.

   Ex: If you are female, you might not like to cook, which is thought to be typical of females.

   One thing about yourself you like or like to do that is typical of the opposite sex.

   Ex: If you are male, you might like to cook, which is thought to be typical of females.

   If you are female, you might like to hunt, which is thought to be typical of males.

3. Direct students to take 3-5 minutes to write the three things about themselves; no names should be written.
4. Collect all the cards and place them on a table or in a box.
5. Direct students to pick a card that is not theirs and find the person who matches the card. The card holder should ask questions to get acquainted with the writer, including name, details about the answers, where the person works, her/his interests, etc., and be ready to introduce the person to the group.
6. Ask each student to introduce the person she/he met to the group, including the reactions to the three statements.
7. If you want the cards used as name tags, ask that they be returned to the writers.

Discussion

What has been learned about activities we consider "typical" of a male? of a female?

How does a person get the idea of an activity being "typical" of one gender and not the other?

ANALYZE VIEWS OF EQUITY

Action Sheet 2

Take a Stand

This activity requires space and time. It asks that students place themselves on a six-point continuum that reflects their agreement or disagreement with statements you read. In addition to allowing students to clarify their beliefs about men and women, this activity encourages active listening.

Materials

1. A list of appropriate statements for a continuum. The attached are samples. By changing the gender in the existing statements, you can create additional ones.

2. Six cards on the wall or floor marked with indicators on the continuum--+3, +2, +1, -1, -2, -3.

Procedure

1. Students will stand on or in front of the indicator that reflects their feelings and opinions about each statement. If, for example, they strongly agree with a statement, they will move to the +3 sign; if they strongly disagree, they will move to the -3 sign.

2. After all have taken a stand, direct them to notice where others stand.

3. Give students an opportunity the chance to defend their stand. Ask volunteers on each indicator to explain why they have that feeling/opinion.

4. Read another statement; give students time to move.

5. Repeat steps 1-4 with more statements.

Note: Remind students to keep open minds and respect others' points of view. Avoid arguments.

SAMPLE STATEMENTS FOR THE CONTINUUM

1. Women are too emotional to hold responsible positions.
2. Men will have to change their attitudes before sexism will be eliminated.
3. Women deserve equal pay for doing the same jobs men do.
4. Men are not sensitive enough to provide care for small children.
5. If men had babies, safe birth control methods would have been invented long ago.
6. Men are naturally more intelligent than women.
7. Boys are naturally better in science and math; girls are naturally better in English and art.
8. A woman can't have a career and a family.
9. Men and women should be equal partners in household work.
10. We should teach our daughters it is all right to ask a boy for a date.
11. We should teach our sons that it is okay to express a full range of emotions, including crying.
12. Men who are ballet dancers are sissies.
13. Women are naturally superior to men.
14. The way things are now, it's better to be a man than a woman.
15. It's okay for a girl to play on a male team if she's a good athlete.
16. Men should make the important decisions because men think, while women act on their emotions.
17. A woman should not compete with a man because this damages his ego.
18. Women need more encouragement than men to work well.
19. A woman should be willing to leave her job to follow her husband's job.
20. It's a woman's responsibility to take time off from her job to raise children.
21. It's a man's responsibility to take care of his wife and children.
22. When there are a limited number of jobs, wives should not hold jobs in business or industry when their husbands are able to support them.
23. It is possible for a woman to combine a career with the bearing and rearing of children successfully.
24. A working mother can establish just as secure and warm a relationship with her children as a non-working mother.
25. In general, the father should have greater authority than the mother in bringing up the children.
26. Parents should encourage just as much independence in their daughters as in their sons.
27. There are some professions and types of businesses that are more suitable for men than for women.
28. Men are better leaders than women.
29. Women can enjoy full, happy lives without marrying.
30. Qualified women should be given more opportunities in the job market than equally qualified men.

ANALYZE VIEWS OF EQUITY

Action Sheet 3

Top Two

The goal of this assignment is to help students determine if they have a realistic perspective of the opposite gender, instead of "romanticizing" the advantages of males or females. This exercise requires approximately one hour discussion time.

Materials

1. Markers
2. Newsprint

Procedure

1. Divide class into same-sex groups of three to four people each; give each group a marker and newsprint.

2. Explain to the total group that each group should imagine they are the opposite sex and

   a. Brainstorm advantages of being that sex.
   b. Record these advantages on newsprint.
   c. Star the two advantages that seem the best.

3. Tell students to be ready to report the top two advantages to the entire group in 15 minutes.

4. After each group has reported the top two advantages, ask for feedback from the sex being described.

5. Ask the reporting group, "Why can't you have the advantage you described?"

Additional Discussion Questions

1. Does a society with differentiated sex roles have to remain that way?
2. What sex-role differentiation is biologically rooted and unchangeable?
3. What sex-role differentiation results from the assumption that since males and females are biologically different, they should behave differently and be treated differently?
4. In what ways do women gain from abandoning their traditional sex role?
5. What advantages or privileges of the traditional female role might they have to give up as sex discrimination is eliminated?
6. In what ways do men gain from abandoning their traditional sex role?
7. What advantages or privileges of the traditional male role might they have to give up if sex discrimination is eliminated?

Action Sheet 4

Profiles

The goal of this activity is to identify 1) idea of self, 2) idea of female, 3) idea of male, and 4) idea of healthy adult. Four activity sheets accompany this assignment. All students complete an activity sheet (Me) determining degree of personal characteristics and one identifying degree of characteristics of either male, female, or healthy adult. All students complete two sheets--one on self and one on the other three. The effect of this activity depends upon keeping each group's topic unknown to the other groups. The second set of Activity Sheets--Male, Female, Healthy Adult--should be distributed without teacher discussion and the groups kept as separate as possible. No labels should be written on the final sheets shared with the total group.

Materials

1. A copy of "Me" for each student.
2. A copy of either "Male," "Female," or "Healthy Adult," for one third of the students. (Three groups will be formed.)
3. Markers and newsprint.
4. Tape or tacks.

Procedure

1. Have students complete the "Me" activity by checking the space that best describes them. (This is done privately, and should take 3 to 5 minutes.)

2. Divide students into three groups. Give each member in each group a copy of one of the three activity sheets. (Each student in Group One receives a "Male" sheet; each student in Group Two, a "Female;" each in Group Three, "Healthy Adult.")

3. Each student is to mark his or her feelings in 10 to 15 minutes.

4. Give each group newsprint and a marker. Tell them to come to a consensus on ten words which best describe the topic of their activity sheet and be ready to share these with the total group.

5. Newsprint should be posted with no label.

6. Ask students to identify which list describes a male, which describes a female, and which describes a healthy adult. When the lists are identified ask a member from each group to label that list.

Discussion

Questions may include: "According to our study, is our idea of a healthy adult more like our idea of a male or a female? What do these results mean?"

Ask students to compare their "Me" sheets to the group's ideas of male, female, and healthy adult. Allow, not require, comments.

ME

Directions: Check the number that corresponds to your feelings about how the words below describe you. Checking a +2 means you think this characteristic is very prevalent in your personality.

	+2	+1	0	-1	-2	
Aggressive	___	___	___	___	___	Nonaggressive
Independent	___	___	___	___	___	Dependent
Emotional	___	___	___	___	___	Unemotional
Subjective	___	___	___	___	___	Objective
Submissive	___	___	___	___	___	Dominant
Excitable	___	___	___	___	___	Not excitable
Active	___	___	___	___	___	Passive
Competitive	___	___	___	___	___	Not competitive
Logical	___	___	___	___	___	Illogical
Home-oriented	___	___	___	___	___	Worldly
Indirect	___	___	___	___	___	Direct
Feelings hurt easily	___	___	___	___	___	Feelings not hurt easily
Adventurous	___	___	___	___	___	Cautious
Cries easily	___	___	___	___	___	Never cries
Leader	___	___	___	___	___	Follower
Self-confident	___	___	___	___	___	Unsure
Ambitious	___	___	___	___	___	Not ambitious
Handles ideas	___	___	___	___	___	Handles feelings
Concerned about appearance	___	___	___	___	___	Not concerned about appearance
Talkative	___	___	___	___	___	Not talkative
Blunt	___	___	___	___	___	Tactful
Aware of others' feelings	___	___	___	___	___	Unaware of others' feelings
Neat	___	___	___	___	___	Sloppy
Loud	___	___	___	___	___	Quiet
Tender	___	___	___	___	___	Tough

MALE

Directions: Check the number that corresponds to your feelings about how the words below describe males. Checking a +2 means you think this characteristic is very prevalent among males.

	+2	+1	0	-1	-2	
Aggressive	___	___	___	___	___	Nonaggressive
Independent	___	___	___	___	___	Dependent
Emotional	___	___	___	___	___	Unemotional
Subjective	___	___	___	___	___	Objective
Submissive	___	___	___	___	___	Dominant
Excitable	___	___	___	___	___	Not excitable
Active	___	___	___	___	___	Passive
Competitive	___	___	___	___	___	Not competitive
Logical	___	___	___	___	___	Illogical
Home-oriented	___	___	___	___	___	Worldly
Indirect	___	___	___	___	___	Direct
Feelings hurt easily	___	___	___	___	___	Feelings not hurt easily
Adventurous	___	___	___	___	___	Cautious
Cries easily	___	___	___	___	___	Never cries
Leader	___	___	___	___	___	Follower
Self-confident	___	___	___	___	___	Unsure
Ambitious	___	___	___	___	___	Not ambitious
Handles ideas	___	___	___	___	___	Handles feelings
Concerned about appearance	___	___	___	___	___	Not concerned about appearance
Talkative	___	___	___	___	___	Not talkative
Blunt	___	___	___	___	___	Tactful
Aware of others' feelings	___	___	___	___	___	Unaware of others' feelings
Neat	___	___	___	___	___	Sloppy
Loud	___	___	___	___	___	Quiet
Tender	___	___	___	___	___	Tough

FEMALE

Directions: Check the number that corresponds to your feelings about how the words below describe females. Checking a +2 means you think this characteristic is very prevalent among females.

	+2	+1	0	-1	-2	
Aggressive	___	___	___	___	___	Nonaggressive
Independent	___	___	___	___	___	Dependent
Emotional	___	___	___	___	___	Unemotional
Subjective	___	___	___	___	___	Objective
Submissive	___	___	___	___	___	Dominant
Excitable	___	___	___	___	___	Not excitable
Active	___	___	___	___	___	Passive
Competitive	___	___	___	___	___	Not competitive
Logical	___	___	___	___	___	Illogical
Home-oriented	___	___	___	___	___	Worldly
Indirect	___	___	___	___	___	Direct
Feelings hurt easily	___	___	___	___	___	Feelings not hurt easily
Adventurous	___	___	___	___	___	Cautious
Cries easily	___	___	___	___	___	Never cries
Leader	___	___	___	___	___	Follower
Self-confident	___	___	___	___	___	Unsure
Ambitious	___	___	___	___	___	Not ambitious
Handles ideas	___	___	___	___	___	Handles feelings
Concerned about appearance	___	___	___	___	___	Not concerned about appearance
Talkative	___	___	___	___	___	Not talkative
Blunt	___	___	___	___	___	Tactful
Aware of others' feelings	___	___	___	___	___	Unaware of others' feelings
Neat	___	___	___	___	___	Sloppy
Loud	___	___	___	___	___	Quiet
Tender	___	___	___	___	___	Tough

HEALTHY ADULT

Directions: Check the number that corresponds to your feelings about how the words below describe healthy adults. Checking a +2 means you think this characteristic is very prevalent among healthy adults.

	+2	+1	0	-1	-2	
Aggressive	___	___	___	___	___	Nonaggressive
Independent	___	___	___	___	___	Dependent
Emotional	___	___	___	___	___	Unemotional
Subjective	___	___	___	___	___	Objective
Submissive	___	___	___	___	___	Dominant
Excitable	___	___	___	___	___	Not excitable
Active	___	___	___	___	___	Passive
Competitive	___	___	___	___	___	Not competitive
Logical	___	___	___	___	___	Illogical
Home-oriented	___	___	___	___	___	Worldly
Indirect	___	___	___	___	___	Direct
Feelings hurt easily	___	___	___	___	___	Feelings not hurt easily
Adventurous	___	___	___	___	___	Cautious
Cries easily	___	___	___	___	___	Never cries
Leader	___	___	___	___	___	Follower
Self-confident	___	___	___	___	___	Unsure
Ambitious	___	___	___	___	___	Not ambitious
Handles ideas	___	___	___	___	___	Handles feelings
Concerned about appearance	___	___	___	___	___	Not concerned about appearance
Talkative	___	___	___	___	___	Not talkative
Blunt	___	___	___	___	___	Tactful
Aware of others' feelings	___	___	___	___	___	Unaware of others' feelings
Neat	___	___	___	___	___	Sloppy
Loud	___	___	___	___	___	Quiet
Tender	___	___	___	___	___	Tough

Action Sheet 5

Media Survey

The goal of this activity is to help students learn the effect of media in forming our cultural and social values. Media affects everything in our lives--values, culture, government, fashion, health, no area goes untouched. In order to understand the impact of media, we must examine the way in which it sends messages. In this activity, students will watch, listen to, and study four types of media--periodicals, radio, television, and newspapers. Approximately 1 to 1 ½ hours and separate areas for group work are needed.

Materials

1. Markers and newsprint for each group
2. Television
3. Radio or record/cassette/CD player with popular recordings
4. One current magazine (include wide variety) for each student
5. One current newspaper for every ten participants
6. Evaluation forms: Television - for 1/4 of class
   Radio - for 1/4 of class
   Magazine - for 1/4 of class
   Newspaper - for 1/4 of class
7. Tape or tacks

Preparation

Set up four areas inside or outside of the room so that the areas do not interfere with one another. Make certain equipment works. Place one of the following in each room.

Television set

Radio/recorder/cassette/CD player with recordings

Magazines

Newspapers

Procedure

1. Divide students into four groups.

2. Explain that they will be asked to examine one form of media, record the information on the evaluation form provided, and report their findings to the total group.

3. Explain what to do in each area:

    a. Students studying TV will watch for 30 minutes, complete the evaluation form, and one will prepare a summary for the class.

    b. Students studying radio or recordings will listen for 30 minutes, complete the evaluation form, and one will prepare a summary for the class.

    c. Each student studying magazines will complete an evaluation form for each magazine and one will prepare a summary to present to the class.

    d. Each student studying newspapers will complete an evaluation form for each newspaper and one will prepare a summary to present to the class.

4. After 30 minutes, call the total group together. Ask each group to present its findings. (2-3 minutes each)

Discussion Questions

On the board, overhead, or newsprint, record students' responses under two columns: Boys/Men Are and Girls/Females Are to the following questions:

1. Using the media that was examined, what are males like? What are females like?

2. What effects would this have on children?

3. How has it affected you?

4. What can be done to counteract some of what has been learned?

Action Sheet 5 - Media Survey

RADIO EVALUATION

Tally the number of:	Males	Females
Disc jockeys		
Newscasters		
People in the news		
Background voices in commercials		
Products advertised by		
Songs sung by		

In commercials, what are women selling? ______________________

What are men selling? ______________________

What do women sing about? ______________________

What do men sing about? ______________________

Why are women mentioned in the news? ______________________

Why are men mentioned in the news? ______________________________

____

____

What else did you notice about men and women in radio? ______________

____

____

Action Sheet 5 - Media Survey

TELEVISION EVALUATION

T.V. Show

NUMBER OF CHARACTERS			
	Leading	Secondary	Mentioned but not shown
Female			
Male			
DESCRIPTIONS OF CHARACTERS			
Physical Appearance	Emotions	Actions	Attitudes
Female			
Male			

T.V. Commercials

Name of Product		Description of Action	Number of Background Voices
	Female		
	Male		

Action Sheet 5 - Media Survey

MAGAZINE EVALUATION

Name of Magazine____

TALLY THE NUMBER OF	Males	Females
Editors in Chief		
Managing Editors		
Senior Editors		
Features Editors		
Associate Editors		
Other Editors (please list their titles)		

ADVERTISEMENTS

Number	Men	Women	Girls	Boys
In Action				
Aim of Product Sales (Audience)				

(The results of this first chart should tell you the audience that this magazine has in mind.)

PICTURES

	Men	Women	Girls	Boys
Number in photograph				

ARTICLES OR STORIES

Number	Men	Women	Girls	Boys
Leading Role or Important Information				

Now–how real are these magazine portrayals? Are people in everyday life like those you find in magazines? Explain your answers.

____

____

____

Action Sheet 5 - Media Survey

NEWSPAPER EVALUATION

Tally the number of:	Males	Females
Editors in Chief		
Managing Editors		
News Editors		
Sports Editors		
Entertainment Editors		
"Life Style" Editors		
Features Editors		
Photo Editors		
Assistants		
Photographers		
Reporters		
Others:		
People on the front page (photos or news)		
People in the various sections of the paper		
Editorial Page		
Sports Page		
"Life Style"		
Others:		

Summarize the reasons/circumstances women and men are included in the paper.

Action Sheet 6

Current Unemployment Rates

Procedure

Research current unemployment figures and complete the blank labeled Rate with this year's unemployment rates. Using the figures in Transparency 4 (Unemployment Rates) for 1991, figure the percentage of increase or decrease between unemployment rates in 1991 and current rates. Write the percentages in the +/- column.

Unemployment of Full-time Year-Round Workers

Year_____

Teenagers (16-19 years)	Rate	+/-	Adults (20 years of age and older)	Rate	+/-
African-American women	____	____	African-American women	____	____
African-American men	____	____	African-American men	____	____
Hispanic/Mexican-American women	____	____	Hispanic/Mexican-American women	____	____
Hispanic/Mexican-American men	____	____	Hispanic/Mexican-American men	____	____
White women	____	____	White women	____	____
White men	____	____	White men	____	____

IDENTIFY MYTHS ABOUT EQUITY

Objective Sheet

Students will identify and compare the myths and realities of gender equity.

Teacher Information Sheet
Transparency 1 - Myths About Gender
Transparency 2 - Realities About Gender
*Transparency 3 - For Every Woman
Activity Sheet 1 - Myths About Employment
Activity Sheet 2 - Myths About School
Activity Sheet 3 - Myths and Realities
Activity Sheet 4 - Aptitudes
Activity Sheet Answers 1 - 4

*Can be used as an introduction or a conclusion to discussion

Vocabulary

myth
sex role
socialization

aptitude
feminine
masculine

Quotations

The first problem for all of us, men and women, is not to learn, but to unlearn. --Gloria Steinem, American writer

There is more difference within the sexes than between them. --Ivy Compton-Burnett, English satirist

General notions are generally wrong. --George Sand, French writer

IDENTIFY MYTHS ABOUT EQUITY

Teacher Information Sheet

Objective: Students will identify and compare the myths and realities of gender equity.

Lecture Notes Activity Sheets 1 and 2 can be used as pre- and post-tests
(Transparency 1 - Myths About Gender)
(Transparency 2 - Realities About Gender)

1. **What are the myths associated with equality of the sexes?**

The word myth, as in "a myth of society," means a collective opinion, belief, or ideal that is based upon faulty reasoning. An example of a collective myth is the one of a benevolent person who bestows gifts upon youngsters once a year. We collectively nurture this false belief because we think it creates pleasure. As soon as youngsters start thinking independently and objectively, they question this myth and soon replace it with reality.

As a society we also have myths that are not so evident as being false and not so kind in results. The belief that ability, aptitude, talent, and interest are determined by gender is one of these. We expect men to behave one way and women another without regard to the desires of the individual person. As a result, we put all men into one group of behaviors, characteristics, and occupations; and we put all women into another. By sex-typing them, we ignore their individual interests, talents, aptitudes, and abilities. The idea that all women feel, think, and act alike cannot be proved in any way; consequently, it is a myth. The idea that all men feel, think, and act alike cannot be proved; it, too, is a myth.

Myths about the differences between men and women

a. Men are physically, intellectually, and emotionally superior to women.

b. Men are to lead in all of the important activities of life; women are to support them.

c. Men are to act like men; women are to act like women.

Myths about women in employment

a. Women are too temperamental to do "man's work."

b. Women are too weak to do "man's work."

c. Women distract men from their work.

2. What are the realities regarding the equality of the sexes?

We all have roles to play in life--son/daughter, student, friend, employee, team member, etc. When these roles are based upon gender only, they are called sex roles. The myth that women and men have different roles in life ignores much of what we see every day--men taking children to school, women mowing yards, men cooking, women working on road crews. If we think about one of these, we say, "Oh, but that's an exception." The exception is becoming more common as more people are thinking for themselves and destroying the myths that have stereotyped their thinking. As a result, roles are being determined by ability, interests, talents, and aptitudes, not by faulty beliefs.

Myths about the differences between men and women

1. Physical differences do exist; intellectual differences have been found only in greater verbal ability in women and greater ability for spatial relationship in men; emotional differences exist in that women are more sensitive to social cues and men are more aggressive. These differences alone cannot account for the success or failure of a person academically or professionally. The characteristic of sensitivity or aggressiveness becomes "superior" only if the situation warrants such behavior. In pre-historic times, aggression may have been necessary for survival; in modern times, sensitivity may be.

    a. Physical differences have been documented. We do know that females have two X chromosomes and males have only one, but no known behavioral characteristics are sex-linked.

    The ratio of sex hormones in females and males also differs but, since the human endocrine system interacts with the nervous systems and other factors, levels of hormones can be affected by behavior and social interaction.

    Changes in the development of the body occur at different times (females earlier than males) and to different degrees (males of greater size than females). Often noticeable differences occur in the distribution of hair, timbre of voice, and proportion of hips and shoulders. Strenuous physical activity can affect the development of the body. No differences can be verified about brain dominance.

b. Intellectual differences are those most talked about in the media and, most often, exaggerated. The hypothesis that females are right-brain dominant and males are left-brain dominant has not been substantiated. The fact that females mature earlier than males may account for their early verbal ability; males maturing over a longer period (approximately two years) may account for more equal development of the left and right hemispheres. May is emphasized because explanations vary. In general, we know that tests of verbal ability favor females; tests of spatial ability favor males.

c. Emotional differences exist in that males are more aggressive (driving, forceful energy) than females. Males define themselves in terms of power, ambition, energy, and mastery; females define themselves in terms of caring, giving, nurturing, and cooperating. The difference in confidence levels (males have more) is attributed to socialization, not genetics.

Studies of gender differences are often misrepresented by media because differences in the sexes make novel, popular reports. So many variables such as experience, nutrition, and nurturance affect the way a person develops that no conclusive studies have been or can be made. Reading any report regarding gender differences, whether in a popular magazine or a scientific journal, should be done with care.

2. As a result of the traditional view that certain jobs are for men only and others for women only, men are encouraged, supported, and promoted in business and industry, in politics and religion, and in the community and home. In 1990 women holding positions of vice president or above in business earned 42% less than their male counterparts. In 1988 only 4.1% of all engineers were women. Only one woman in American history has served on the Supreme Court; seven women have been state governors. Women cannot be leaders in some religions; and very few head Fortune 500 companies. Opportunities for personal fulfillment and educational and professional advancement are denied women because of the myth that they are not "suited" to lead in this "man's world."

3. Stereotyping behaviors, aptitudes, abilities, interests, and talents as masculine or feminine is detrimental to both genders because, in trying to live up to what they think society wants them to be, women and men cannot be who they are. The authentic person inside of them is suppressed. (Activity Sheet 4 - Aptitudes)

Myths About Women in Employment

1. Contrary to the notion that women prefer "soft" jobs indoors with a plush environment, many women enjoy manual labor out of doors or in a shop. Women, who have been mothers, waitresses, and nurses, have heard vulgar language, run equipment, and seen male bodies; they can cope with the male work place.

2. Many nontraditional jobs, for example those in scientific and technical areas, require little physical strength. Jobs requiring heavy labor in industry and construction often are done with the aid of special equipment. Women who apply for jobs requiring upper body strength realize this before applying and are willing and able to meet physical requirements that are genuine.

   The issue of women being physically less able to do manual labor is less relevant to employment equity today because Worker's Compensation laws regulate how heavy a load a human being can be expected to lift repeatedly day after day. The use of equipment in such industries as construction and farming has made jobs easier for both women and men. Women have traditionally lifted and carried children, patients, and groceries, jobs requiring physical strength.

3. It is true that if a man wants to be distracted, a woman's presence in the work area will distract him. Much of the man's behavior, however, will be determined by the woman's reaction to it. After the initial testing that occurs in male-female interactions, women become "one of the guys" with the ultimate task of getting the job done.

Myths About Gender

What are the myths associated with equality of the sexes?

Myths about the differences between men and women

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b. Men are to lead in all of the important activities of life; women are to support them.

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Realities About Gender

What are the realities regarding the equality of the sexes?

Research finds little evidence of "natural" sex differences in the intellectual and social skills of males and females that affect performance at school or at work.

Attempts to prove that intellectual and social skills are genetically determined have failed because scientists cannot remove environmental differences that begin at birth.

Even though no differences that affect academic achievement or employment performance have been found, women have historically been regarded as inferior to men.

Role expectations and differentiated treatment of the genders permeate homes, schools, and places of work.

For Every Woman

For Every Woman . . . There Is a Man . . .

For every woman who is tired of acting weak when she feels strong, there is a man who is tired of appearing strong when he feels vulnerable.

For every woman who is tired of being called an "emotional female," there is a man who is denied the right to weep and be gentle.

For every woman who feels tied down by her children, there is a man who is denied the pleasures of shared parenthood.

For every woman who has not learned the intricacies of the automobile, there is a man who has not learned the satisfaction of cooking.

For every woman who is denied meaningful employment or equal pay, there is a man who must bear full financial responsibility for another human being.

For every woman who takes a step toward her own liberation, there is a man who finds the way to freedom has been made a little easier.

Source Unknown

IDENTIFY MYTHS ABOUT EQUITY

Activity Sheet 1

Myths About Employment

Directions: Place a T by those statements you believe to be true, an F by those you believe false, and a U by those about which you are undecided.

_____ 1. The employment of mothers leads to juvenile delinquency.

_____ 2. Women change jobs more often than men.

_____ 3. Women miss more days of work than men.

_____ 4. Men, because of their fine motor skills, are not capable of doing detailed clerical work.

_____ 5. A man cannot properly care for an infant.

_____ 6. Males are more intelligent than females.

_____ 7. Women are not prepared to work night shifts.

_____ 8. Most women work to be with other people, not because they need the income.

_____ 9. The gap in the difference in pay for women and men is decreasing.

_____ 10. Increasing numbers of women are starting their own businesses.

_____ 11. More women than men with less than a high school education live in poverty.

_____ 12. More women than men earn bachelor's (4-year) degrees; more men than women earn advanced degrees.

_____ 13. An equal number of men and women hold clerical and low-level administrative jobs.

_____ 14. An equal number of women and men hold management jobs.

_____ 15. An equal number of male and female students take technical courses in electronics, communications, and transportation.

_____ 16. Men and women with a high school education make the same amount of money.

_____ 17. Women in the labor force need computer expertise just as men do.

_____ 18. All people are unique; their interests, aptitudes, talents, and abilities cannot be stereotyped.

IDENTIFY MYTHS ABOUT EQUITY

Activity Sheet 2

Activity Sheet 2 - Myths About School

Directions: Place an F by those statements you believe to be false and a T by those you believe true.

_____ 1. Girls and boys have equal opportunities to learn science outside of school.

_____ 2. Education programs focusing on adolescent sexuality and teen pregnancy are aimed equally at males and females.

_____ 3. Hyperactivity is diagnosed as frequently in females as in males.

_____ 4. More males than females have opportunities to learn about computers.

_____ 5. Males are more likely than females to be identified as learning disabled.

_____ 6. Male dropouts are more likely to return to school than female dropouts.

_____ 7. Males receive more career counseling at school than females.

_____ 8. Teachers' responses to male questions differ from their responses to female questions.

_____ 9. Females make higher grades in school; males score higher on academic achievement tests.

_____ 10. Females are given equal opportunities to gain computer experience and knowledge.

_____ 11. Females are given equal encouragement to develop physical fitness.

_____ 12. Females are given equal encouragement to pursue training and education beyond high school.

_____ 13. Males are praised by their teachers for intellectual reasoning; females, for appearance of work.

_____ 14. All school organizations, activities, teams, societies, etc., are open to all students who qualify by grade level or grade point.

_____ 15. Equal importance and support are attached to female activities and to male activities.

_____ 16. Female students in high school rate themselves as equal to male students in leadership skills and popularity.

IDENTIFY MYTHS ABOUT EQUITY

Activity Sheet 3

Myths and Realities

Part I

Directions: The column to the left states a myth believed by many people; the middle column states what is known from experience. In the third column write what you think the effect of this reality will be on your life.

Myth	Reality	Effect on Me
A woman with a college degree earns more than a man with a high school diploma	She typically makes less than a man with a high school diploma	
My wife/I will work only if she/I want(s) her to	A majority of women work because they have to	
My wife/I'll work only until we have children	The female labor force works for an average of 29 years	
Figures about single parents and their children won't affect me because I'll not divorce	50% of all married couples divorce	
I'll make/marry a man who makes lots of money	A majority of women are married to men who make less than $15,000 a year	
Housework will be shared 50/50 in my house	70% of all women have no help with housework	
These figures won't affect me because I'll be an exception	90% of the females in this classroom will work all or part of their lives	

Part II

Ask an older person what myths she or he believed about being a woman/man, about being a wife/husband, and about being a career person. Ask where they learned these ideas and how they learned they were not true.

Activity Sheet 4

Aptitudes

Directions: Each item below describes the abilities and aptitudes necessary to perform a job. Many of these clusters describe jobs that have been sex-typed; that is, they have been designated as male jobs or female jobs. Determine what you think by carefully reading the description and asking, "Who can do this job?" If you exclude one gender, be prepared to give your reasons.

1. This job requires manual dexterity, good eyesight, good eye-hand coordination, the ability to concentrate on detailed work for long periods, and stooping and bending to work in awkward positions.

2. This job requires the ability to count money, keep detailed daily records, use small tools such as soldering guns and screwdrivers, drive a van, and lift boxes of less than five pounds.

3. This job requires good reading and basic math skills, knowing some principles of electronics, the ability to read a manual and specifications, and the ability to see how engines work.

4. This job requires the ability to get along with others, the ability to read a blueprint, some knowledge of applied mathematics, layout work, cost estimating, and mechanical drawing.

5. This job requires some manual dexterity, good vision, good writing skills, working with others, working with electronic equipment, and some knowledge of health, biology, human anatomy, and math.

6. This job requires honesty, having finger and hand dexterity, good eye-hand coordination, patience, and concentration. Artistic ability is an asset. Because frequent customer contact is necessary, neat appearance and good personality are also essential.

7. This job requires the ability to think logically and communicate effectively both orally and in writing. Workers must be able to learn terminology and be willing to continue to learn. Knowledge of computer applications is important.

8. This job requires good physical condition, mechanical and mathematical ability, good eye-hand coordination, and manual dexterity.

9. This job requires basic mathematical problem-solving, measuring by the English and the metric systems, an understanding of chemical and physical science principles, and the ability to follow directions, work with details, and cooperate with fellow workers.

IDENTIFY MYTHS ABOUT EQUITY

Activity Sheet Answers

Activity Sheet 1

Answers vary depending upon students' indecision. Numbers 9, 10, 11, 12, 17, and 18 are true; numbers 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, and 16 are false.

A discussion question: Why are we not more knowledgeable about this information?

Activity Sheet 2

Numbers 1, 2, 3, 10, 11, 12, 14, 15, and 16 are false.

Activity Sheet 3

Parts I and II

Answers will vary.

Activity Sheet 4

The clusters of abilities and aptitudes can describe more than one job. The goal of the activity is to help students see that jobs are typed more by the environment in which they occur or pre-conceived ideas than by the abilities and aptitudes inherent in the work.

1. Can describe welding, a male-typed job
2. Can describe servicing vending machines, a male-typed job
3. Can describe auto mechanics, a male-typed job
4. Can describe concrete masonry, a male-typed job
5. Can describe electroencephalogram (EEG) technology, a female-typed job
6. Can describe jewelry making and repair, a male-typed job
7. Can describe paralegal work, a female-typed job
8. Can describe respiratory therapy, a female-typed job
9. Can describe metal work, a male-typed job

ECONOMIC TRENDS

Objective Sheet

Students will understand equity in relationship to economic trends in the United States.

Teacher Information Sheet
Transparency 1 - Trends Affecting the Work Force in 2000
Transparency 2 - Women in Work Force 2000
Transparency 3 - Minorities in Work Force 2000
Transparency 4 - Growth in Industry
Transparency 5 - Gender Equity: A Necessity
Activity Sheet 1 - Gender Equity
Activity Sheet 2 - Changes
Activity Sheet Answers 1 and 2

Vocabulary

self-esteem
trend
work force

Quotations

The basic discovery about any people is the discovery of the relationship between its men and women. --Pearl S. Buck, American writer

Women do two thirds of the world's work. . . . Yet they earn only one tenth of the world's income and own less than one percent of the world's property. They are among the poorest of the world's poor. --Barber B. Conable, Jr., President, World Bank

No longer is the female destined solely for the home and rearing of the family and only the male for the marketplace and the world of ideas. --William J. Brennan, Supreme Court Justice

ECONOMIC TRENDS

Teacher Information Sheet

Objective: Students will understand equity in relationship to economic trends in the United States.

Lecture notes

1. Effects on Personal Development

The greatest damage caused by unfair and unjust treatment is the damage to the self-esteem of individuals. Both genders are victimized when their individual aptitudes, interests, talents, and abilities are ignored.

Stereotyped thinking encourages men to be aggressive and dominant and discourages them from being sensitive and responsive. Unrestrained aggression can lead to violence; underdeveloped sensitivity can lead to emotional isolation. Traditional male role models exhibit virility, bravery, strength, competitiveness, and control that can never be matched by most young men; consequently, many young men in America feel they are not good enough.

The image of the unemotional man projected in media is so pervasive that boys know by the age of five that they are expected to suppress their feelings. Not measuring up to the expectations of the people around them can make males feel less than adequate. These feelings of low self-esteem are manifested in inattention, rebellion, truancy, vandalism, and an increased need for peer recognition.

For older males fulfilling the stereotyped image of masculine may mean feeling trapped in a job, having no time for family or hobbies, and being prone to physical diseases that result in early death. Men find access to nontraditional employment discouraged by stereotyped thinking. They see their sisters, wives, and daughters be limited by unfair education and employment practices. They feel helpless in fulfilling their personal needs and desires and frustrated by the limitations placed upon the women in their lives.

Women, on the other hand, are encouraged to be docile and agreeable because, in stereotyped thinking, they must depend upon men. Typically, women are portrayed as overemotional and, therefore, incapable of handling significant matters. Traditional female role models are totally fulfilled staying at home, having babies, and waiting on their spouses; in reality only 42% of all American women have this choice. By the year 2000, 80% of all women between the ages of 25 and 52 will have to work; currently more than 75% of all divorced women rear their children alone and also work outside the home.

As a result women, too, are low in self-esteem. Intellectually unchallenged and overeducated for the jobs they have, women work at jobs low in status, pay, benefits, and advancement opportunities. They are discouraged from entering male-dominated careers because in stereotyped thinking women are unable to compete with men. They, too, feel helpless in fulfilling their personal needs and desires.

2. Effects on National Education System

Some of the findings of research regarding the effects of the differences in the treatment of male and female students

1. More males than females leave high school with feelings of high self-esteem. From elementary through graduate school, females have a declining sense of self-esteem which inhibits their actions and activities. Although females begin school ahead of males in reading and computation, they graduate with lower SAT scores in both areas.

2. Family and school, most importantly teachers, have a greater effect upon a student's sense of self-worth than peers do.

3. Teachers call on male students more often, praise them for intellectual accomplishment (females for appearance), provide more coaching in class projects, and give them more career counseling.

4. A great difference in confidence in math ability exists: one in four high school males is confident; one in seven females. A strong relationship exists between a female's estimation of her ability in math and science and her self-esteem. Students who feel confident in math and science are more likely to enroll in these courses and, consequently, choose math and science careers. Females are likely to avoid these subjects and careers for lack of confidence.

5. Females attribute failure to internal factors, such as effort and ability, rather than as males do to external factors, such as luck and difficulty of task. This attitude of blaming self for failure contributes to low self-esteem among females.

6. By high school graduation, females are less committed to careers that allow the fulfillment of self and favor female-typed jobs and marriage. They may have learned to hide their intelligence in order to be acceptable to males.

7. Because early education sets the tone and direction for personal and professional development, non-sexist teaching must occur in public schools. Curriculum materials and presentations which use sexist language, differentiated counseling, and teachers' attitudes are among those areas that must change.

   If students are not prepared for the work place, businesses will increasingly diminish support for public education, continue to send work abroad, provide incentives for older workers to stay on the job, and look for ways to automate jobs that require people. Education has the responsibility to prepare our nation's work force. We must meet that challenge by helping students develop their social, academic, and vocational needs. This can be done only in a gender-free environment.

3. **Effects on National Economy** (Transparency 1 - Trends Effecting Work Force in 2000)

   The Workforce 2000 study conducted by the Hudson Institute in 1987 listed eight trends affecting America's labor market. These trends will significantly change the ways businesses recruit and train workers. If businesses are to compete internationally, they must overcome the barriers that now keep women and minorities from meaningful employment opportunities. In addition to overcoming stereotyped thinking regarding the roles of men and women, businesses will have to address scarcity of labor, deficiencies in work skills, and diversity of cultures.

   Trend 1: The Number of Workers Will Fall

   The number of young workers aged 16 to 24 will drop approximately 2 million or 8%. The baby boom generation, that created a labor boom, has, by having fewer children, now created a labor shortage. Not only did the baby boomers have a low fertility but they also delayed child-bearing. Delayed age combined with increasing divorce and economic insecurity caused fewer offspring.

Trend 2: The Average Age of Workers Will Rise

Between now and the year 2000 the number of workers between the ages of 35 and 54 will increase by more than 25 million. The average age for employed Americans will rise to 39 years, up from 37 in 1992.

This change will produce a more experienced, stable, reliable and healthy work force; it may, however, be a work force that is less flexible in job relocation. It may also result in more people competing for fewer jobs since technology is predicted to remove the need for mid-level employees.

Trend 3: More Women Will Be On the Job (Transparency 2 - Women in Work Force 2000)

Social change and financial necessity have put more women in the market for paid employment than ever before. In 1992, 43% of our nation's work force was female; by 2000, 47% will be female. They continue, however, to work in the same "traditionally female" professions they held in the 1960's-clerical work, elementary school teaching, nursing, and housekeeping. These jobs pay less than men's jobs, have fewer benefits and less status, and fewer opportunities for professional advancement.

Trend 4: One-Third of New Workers Will Be Minorities (Transparency 3 - Minorities in Work Force 2000)

By the year 2000 two-thirds of all new entrants into the labor force will be minorities. Through both increases in immigration and birth rates, the African-American and Hispanic/Mexican-American populations have outgrown the white. In spite of the positive changes made in the employment of African-American women, (more completing college and employed in accounting, engineering, and law), both African-Americans and Hispanic/Mexican-Americans are over-represented in industries that are losing jobs and those that are low pay and low status.

Trend 5: There Will Be More Immigrants

If immigration, both legal and illegal, continues at the 1987 rate, by the year 2000 approximately 6.8 million additional minority workers will be in our labor force. Contrary to the faulty reasoning of some Americans, immigrant labor does not take away jobs from Americans because immigrants accept jobs in areas-housekeeping, janitorial, fast-food, child care-that are unwanted by most people.

Trend 6: Most New Jobs Will Be in Services and Information (Transparency 4 - Growth in Industry)

By the year 2000, goods-producing (creating economic value with a tangible product) will account for less than 20 % of our gross national product; service-producing (creating economic value without a tangible product) will account for the remainder. Four out of five jobs will be service-producing ones. This move into service-producing is typical of societies: we move from agriculture to industry to services. New technologies make manufacturing more efficient and productive with less manual labor. These gains in productivity gradually eliminate manufacturing jobs while jobs grow in service industries that support tangible product. Service related jobs like product research and design, engineering, transporting, advertising, wholesaling, and retailing will employ more people at higher wages than ever before. Health care and business services will be among the fastest growing careers.

Trend 7: The New Jobs Will Require Higher Skills

Technology replaces lower skilled jobs with jobs requiring higher skills and more education. Today's workers, therefore, must be ready and willing to update their skills, namely working with computerized equipment. Adapting to new technologies requires higher-level skills; as a result, most jobs will require post-secondary training. Jobs for scientists will increase 68 %; for allied health service workers, 53 %; for technicians, 44 %; and for social scientists, 40 %. All of these require study in natural, computer, and mathematical sciences. At the same time, jobs in mining, agriculture, forestry, and fisheries will decrease. More than half of the new jobs created in the 90's will require education beyond high school; one-third will require a college degree.

Trend 8: Challenges for Business Will Be Immense

The labor shortage that will continue to grow will force businesses to compete in creative ways to attract and keep qualified workers. As young, white males decrease in availability, companies will have to recruit minorities and women. In order to have the qualified work force needed, businesses will open employment and advancement opportunities, train unskilled and retrain low-skilled job entrants, and promote cultural diversity on the job site.

Because more opportunities will open to them, women will ask for flexible work hours, more part-time or at-home work, parental leave for child care, and on-site child care. Minorities will ask for increased recognition of their individuality. The 1990 Americans with Disabilities Act will help people with physical disabilities gain equal treatment.

Gender equity is the first domino. Gender equity in employment practices opens careers and promotion, therefore competition, to both genders. As a result, employers can hire the best qualified workers which, in turn, increases our nation's product. A larger and higher quality product increases our global competitiveness.

Not only gender equity but also equity for all people, regardless of age, color, religion or physical ability is vital to our country's prosperity.

4. Effects on International Economy

A nation's ability to compete in a global market depends upon its natural resources, its technology, and the productivity of its work force. Since natural resources (Examples: oil, gas, water, fertile soil, minerals) replenish themselves slowly, either we must discover and develop new resources or we must import the substances and goods we need. Increasing the access to resources means we must compete with other countries (as we do now, for example, for gold, diamonds, and oil) in the world market which requires payments in money or trade. Increasing our productivity through technology also requires an expenditure on the part of our nation in either the research and development of new technology or the purchase of technology from other countries. Increasing the productivity of our work force by training where none exists now, improving training where it is now limited, and opening job opportunities to all people will improve our ability to compete in a global market as well as improve the lives of millions of laborers in America.

It is important that America have a skilled work force to compete for international dollars. In 1992, 7.2 million jobs in America were supported by trade; this figure does not account for service jobs. Unlike America, other nations are experiencing a boom in labor availability. Between 1985 and 2000, an increase of 600 million workers is projected, according to William B. Johnson, author of "Global Work Force 2000: The New World Labor Market" in Harvard Business Review (Mar-Apr 1991); 95 % of them will be in developing countries. Although industrialized nations still educate higher proportions of their youths, developing countries produce a rapidly-increasing share of the world's high-school and college graduates. During the 90's skilled workers will become progressively more valuable. As Johnson says, " . . . if jobs are lacking in their native lands, better jobs will probably be only a plane ride away."

Destroying the barriers to equality in education, training, and employment for all people will help keep America competitive in international markets.

5. **Why is gender equity necessary?** (Transparency 5 - Gender Equity: A Necessity)

A greater percentage of American women are working today than ever before. As family structures change because of divorce, delayed child bearing, increased education expectations, and males staying at home, more women enter the labor force annually. Inequities in employment and education deny them access to opportunities for hiring, advancement, and training.

As a result of continued gender inequity, a larger percentage of our work force will be denied opportunities to grow professionally. This failure to grow in productivity by a larger portion of our work force will affect the productivity of our nation.

The ability of companies to compete depends upon the abilities of their work force. If employees are deficient in incentive and skills, the ability to compete will be diminished.

Gender equity, the fair and just treatment of all individuals, is slowly becoming more common in employment and education because of state and federal legislation. However, until, gender equity is valued by all people as necessary to human dignity, unjust and unfair treatment will continue. Men and women will continue to be treated differently at home, at school, and at work.

Creating sex-fair attitudes benefits everyone individually and our society in general. An environment that supports gender equity opens opportunities for men and women equally, diminishes defensiveness, and appeals to everyone's sense of self-development. We all profit.

NOTE: For more information, see

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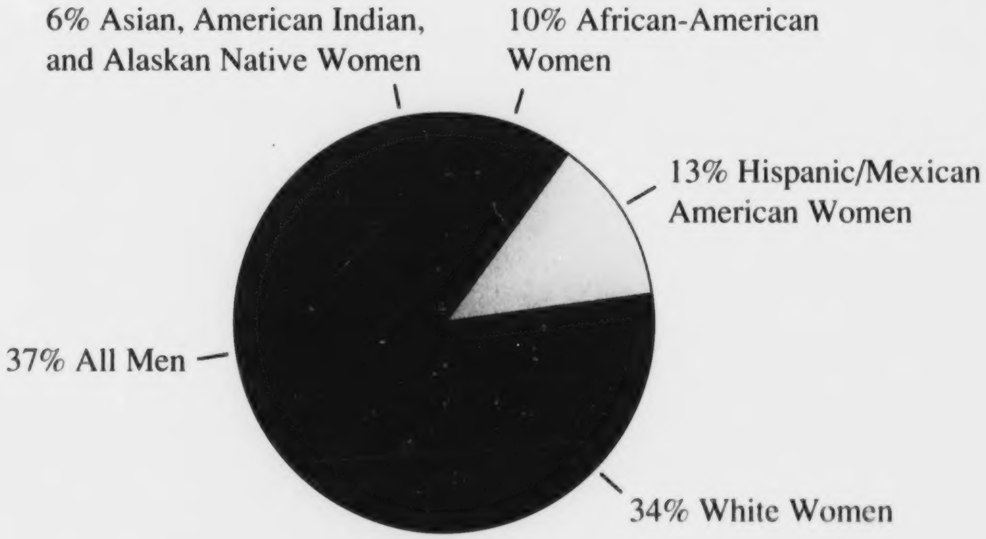
Trends Affecting the Work Force in 2000

1. **The Number of Workers Will Fall**
2. **The Average Age of Workers Will Rise**
3. **More Women Will Be on the Job**
4. **One-Third of New Workers Will Be Minorities**
5. **There Will Be More Immigrants**
6. **Most New Jobs Will Be in Services and Information**
7. **New Jobs Will Require Higher Skills**
8. **Challenges for Business Will Be Immense**

Source: *Workforce 2000*, Hudson Institute, 1987.

Women in Work Force 2000

Distribution of Workers in Year 2000



Source: National Commission on Working Women, *Women, Work and the Future*, 1990.

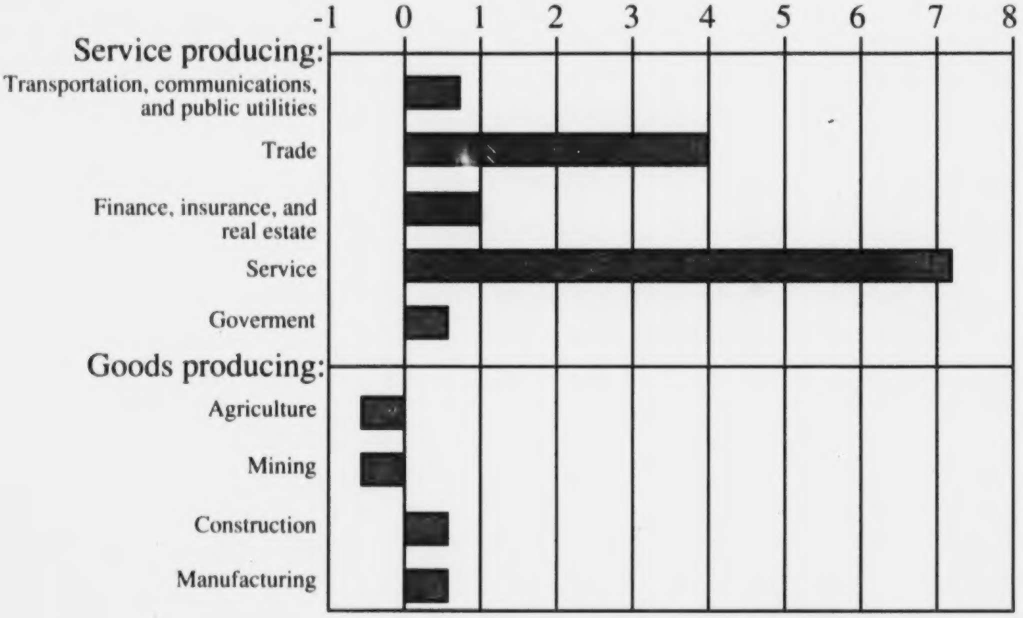
Minorities in Work Force 2000

Year	White Males	White Females	African-Americans	Asians	Hispanic/ Mexican-Americans
1992	41.4	35.2	11.1	3.3	8.5
2000	39.2	35.1	11.5	4.0	10.2

Source: U. S. Bureau of Labor Statistics and Hudson Institute, 1987.

Growth in Industry

Through the mid-90's, some industries will grow much faster than others.



Wage and salary employment except for agriculture, which includes self-employed and unpaid family workers.

Source: Bureau of Labor Statistics

*Approximately 8 of 10 workers in service-producing industries are women in low-paying jobs.

Source: U. S. Bureau of Labor Statistics, 1989.

Gender Equity: A Necessity

1. **Personal development**

   To give all people equal opportunities to develop their individual interests, abilities, aptitudes, and talents

2. **National educational system**

   To give all students equal opportunities to develop their individual interests, abilities, aptitudes, and talents

3. **National economy**

   To give all workers the opportunities to develop their individual interests, abilities, aptitudes, and talents

4. **International economy**

   To give America opportunities to compete in global markets

To do any less is to deprive our country's citizens of their rights and our companies of a productive work force. Gender equity is essential to the health of America's people as individuals and to our industries as global competitors.

Activity Sheet 1

Gender Equity

Directions: You are at lunch with your friends when the following scenario occurs. Roleplay this in small groups or as a class by responding to the characters' comments and questions.

You and your friends are comparing notes about your classes. Someone mentions this "gender equity thing."

1. A friend says, "What's this equity stuff? I've never heard that word—equity."

2. (In your answer you mention the word equality.) A classmate says, "I know Mr. Jones is all hung up on gender equity, but I don't agree. I think we're all equal-just like the Declaration of Independence says."

3. "What's this got to do with me?"

4. "But all that info you're spouting is out there—in the future. Not now."

5. "Well, if gender equity is so important, how are we going to get it?"

Activity Sheet 2

Changes

Part I

Directions: Change starts with one person or one group of people. What can you do to make gender equity a reality in your future?

In your home? ____________________

In your school? ____________________

In your work place? ____________________

Part II

What would you do to make gender equity a reality if you were each of the following?

Your parents? ______________________________

Your teacher? ______________________________

Your employer? ______________________________

Activity Sheet Answers

Activity Sheets 1 and 2

Answers will vary.

UNDERSTAND SEXUAL HARASSMENT

Objective Sheet

Students will identify terms associated with sexual harassment.

Teacher Information Sheet
*Teacher Supplement - Laws
Transparency 1 - Harassment
Transparency 2 - Sexual Harassment: Legal Definition
Transparency 3 - Sexually Harassing Behaviors
Transparency 4 - Facts About Sexual Harassment
Transparency 5 - Preventions
Transparency 6 - If Harassment Occurs
Activity Sheet 1 - Identifying Sexual Harassment at School
Activity Sheet 2 - Identifying Sexual Harassment at Work
Activity Sheet 3 - When To Protest
Activity Sheets Answers 1 - 3

*If only one law is discussed, Title VII of the Civil Rights Act of 1964 is the most important one. Two transparencies of Title VII are in Objective Two materials.

Vocabulary

harassment
harass
intimidation
majority
sexual harassment
sex bias
self-esteem

Quotations

Woman's degradation is in man's idea of his sexual rights. Our religion, laws, customs, are all founded on the belief that woman was made for man. --Elizabeth Cady Stanton, American suffragist

The status quo protects itself by punishing challengers, especially women whose rebellion strikes at the most fundamental social organization: the sex roles that convince half the population that its identity depends upon being first in work or in war, and the other half that it must serve as docile, unpaid, or underpaid labor. --Gloria Steinem, American writer

Any woman who chooses to behave like a full human being should be warned that the armies of the status quo will treat her as something of a dirty joke. That's their natural and first weapon. --Gloria Steinem, American writer

The only way for a woman to provide for herself decently is for her to be good to some man that can afford to be good to her. --George Bernard Shaw, English writer

UNDERSTAND SEXUAL HARASSMENT

Teacher Information Sheet

Objective: Students will identify terms associated with sexual harassment.

Lecture Notes (Transparency 1 - Harassment)

1. What is harassment?

We have all been teased or flattered by family members and acquaintances. Sometimes we like this kind of attention and, by our words and actions, invite more of it. But attention paid to us may not always be pleasant; when it annoys us and interferes with our work, our performance, our creativity, and/or our rights, it is called harassment (har′əs ment or həras′ ment).

Often done by the person with more power in a relationship, the purpose of harassment is power, intimidation, and control. Harassment can be based upon sex, race, physical ability, age, or religion. Behaviors that can harass (persistently annoy) vary from occasional verbal slurs to physical assault.

If harassment is substantial enough that it can be documented, it can be addressed by law (Teacher Supplement - Laws). When one is the object of harassment, he or she can feel less worthy as a person or employee and intimated personally or professionally. Because men are more often in positions of power, harassment is most often aimed at women. Because people of the majority race, majority religion, or majority physical ability are most often in power, harassment is often aimed at minorities.

2. What is sexual harassment?

Sexual harassment is verbal and/or physical action aimed at a person's sexual identity. It includes verbal and physical actions. It can be aimed at both females and males. Sexual harassment is a result of sex bias and stereotyped thinking. It affects individuals' self-esteem and workers' productivity. (Transparency 2 - Sexual Harassment: Legal Definition; Transparency 3 - Sexually Harassing Behaviors, Transparency 4 - Facts About Sexual Harassment)

3. What can one do to address sexual harassment?

The best way to avoid being a victim of sexual harassment is to think about how one interacts with others: Do you pay attention to the image you project to others? (Transparency 5 - Preventions)

When a person thinks she or he is a victim of harassment, a decision must be made. Choices range from doing nothing to filing a complaint (Transparency 6 - If Harassment Occurs; Activity Sheets 1 - 3, Identifying Sexual Harassment at School, at Work, When to Protest)

UNDERSTAND SEXUAL HARASSMENT

Teacher Supplement

Laws

Equal Pay Act of 1963 - provides for equal pay, salaries, and fringe benefits for equal work; courts determine definition of equal work

Title VI of Civil Rights Act of 1964 - prohibits discrimination in employment (hiring, firing, compensating, promoting) on the basis of race, color, religion, sex, or national origin in programs receiving federal funds

Title VII of the Civil Rights Act of 1964 - prohibits private employers, labor unions, employment agencies, state and local governments, and employees of educational institutions to discriminate on the basis of race, color, religion, sex, or national origin

Titles VII and VIII of the Civil Rights Acts of 1964 - prohibits discrimination on the basis of sex in admissions and employment practices in health training programs in institutions receiving federal funds

Intergovernmental Personnel Act of 1970 - prohibits sex bias in merit systems for state or local government agencies receiving federal funds

Equal Pay Act of 1963, Amended in 1972 - prohibits sex discrimination in salaries and fringe benefits in all educational institutions receiving federal funds; requires employers to pay equal wages for women and men who work in the same establishment and whose jobs require the same skill, responsibility, and work conditions

Title IX of the Education Act Amendment of 1972 - prohibits discrimination on the basis of sex in any education program or activity receiving federal funds

Civil Service Reform Act of 1978 - prohibits sex bias in merit pay in agencies and institutions receiving federal funds

Equal Employment Opportunity Commission Guidelines of 1980 - defines two forms of sexual harassment: Quid Pro Quo--submission as a condition of employment; and Hostile Environment--unwanted behavior that interferes with job performance

Titles VII and VIII of the Public Health Services Act of 1982 - forbids schools and training programs in health professions receiving federal funds from discriminating against students on the basis of race, color, religion, sex, or national origin

Civil Rights Restoration Act of 1987 - federal courts held that Title VIII applied to employment

Carl Perkins Vocational Education Act of 1990 - requires each state to hire at least one full-time employee to coordinate and infuse sex equity throughout the vocational education system, provides incentives to districts encouraging nontraditional enrollments, requires advisory councils have a fair representation of minorities, disabled, females, and males

Harassment

1. **What is harassment?**

   Attention that annoys and interferes with work, performance, creativity, and/or rights

2. **What is sexual harassment?**

   Attention, both verbal and physical, aimed at one's sexual identity

3. **What can be done to address sexual harassment?**

   a. Consider the severity and circumstances of the harassment.

   b. If warranted, take action.

Sexual Harassment: Legal Definition

A generally accepted definition of sexual harassment published in the **Congressional Federal Register** on November 10, 1980, states

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.

b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.

c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

According to surveys, sexual harassment is common but goes unreported because victims fear ridicule and repercussions and believe nothing will be done.

Sexually Harassing Behaviors

Sexual harassment is:

1. Assaulting a person for sexual purposes; includes rape
2. Making sexual demands, forcefully or subtly
3. Making sexual remarks about a person's clothing, body, or sexual activity
4. Touching, patting, pinching, or brushing against a person's body
5. Staring at a person's body continually
6. Making jokes that are sexual, racial, or age related
7. Teasing or slurring a person's sexual nature continually
8. Sending uninvited messages of a sexual nature by phone or note

Both women and men can be perpetrators of sexual harassment.

Both men and women can be victims of sexual harassment.

Facts About Sexual Harassment

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

— The victim as well as the harasser may be a woman or a man.

The victim does not have to be of the opposite sex.

— The harasser can be the victim's supervisor, teacher, coach, counselor, an agent of the employer, a supervisor in another area, a co-worker, a non-employee, or a fellow student.

— The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.

— Unlawful sexual harassment may occur without economic injury to or discharge of the victim.

— The harasser's conduct must be unwelcome.

It is in the victim's best interest to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any complaint mechanism or grievance system available.

Source: EEOC, December 1990

Preventions

Steps you can take to help prevent harassment:

1. Be in control of yourself. Project yourself as a confident, self-assured person who expects respect.
2. Pay attention to how you look and sound to others. Be certain the message you send about yourself does not invite harassment.
3. Develop communication skills so that you can defend yourself against verbal harassment and express your complaint(s) to your supervisor or teacher if necessary.
4. Know the policies of your school and company regarding harassment.

Harassment cannot always be prevented.

If you are sexually harassed, tell someone immediately.

If Harassment Occurs

If you:

1. Are subjected to unwanted and uninvited behavior
2. Are in danger because of the behavior
3. Are limited in your performance at work or school because of the behavior
4. Feel uncomfortable because of the behavior
5. Feel someone is exercising power over you against your will

You have the following options:

1. Do nothing
2. Deal with the harasser yourself
3. Ask someone in authority to deal with the harasser for you
4. File a complaint or start a grievance procedure

If you choose to file a formal complaint with your school or company, you should document what occurs--the who, what, when, and where of the offensive behavior. Write down and date everything that you think is harassment including the names and addresses of witnesses. Allegations of harassment are very serious; consequently, victims must be able to prove the behavior occurred.

UNDERSTAND SEXUAL HARASSMENT

Activity Sheet 1

Identifying Sexual Harassment at School

Part I

Directions: After reading each case, decide if sexual harassment has occurred. If yes, how could it have been prevented?

1. Just before Christmas holidays, Darrell complained about Mrs. Nichols, his LPN instructor: "She's always picking on the guys in the group, making us lift patients and clean up vomit--all the dirty work. She never asks the girls to get their hands dirty. We get all the tough jobs. On top of that, she asks the girls easy questions and the fellows the hard ones. I'm sick of it."

   Yes or No because ______________________________

2. Sandy says, "I'm better than most of the boys in Technology Education. I've been working with my dad, a mechanical engineer, and my brothers forever. In fact, my math and science grades have each increased from C- to B+. Mr. Newland doesn't give me credit for knowing anything. He doesn't let me do my share. He didn't let me help rearrange the machines after the shop floor was painted, and he kept second-guessing me about my bridge design. He doesn't treat any of the boys that way. But now--now he won't let me enter the TSA (Technology Education Student Association) State Conference and Contest. He says it's a waste of time for me to enter the structural engineer event. What I want to know is, 'Why?'"

   Yes or No because ______________________________

3. "Tim mutters ugly things under his breath all the time," Britanny told her friend. "And he makes rude gestures every time he sees me alone and tries to brush up against me when I'm in shop. But the worst is when he grabs me around the waist and twirls me around so I can't see him or puts his hands over my eyes. He always catches me unaware. I'm afraid of him--he looks so wild in the eyes. I told Mr. Smith about it, but he just said to avoid Tim. How can I when I have so many classes with him and we both locker in the Senior Hall?"

Yes or No because ____

Part II

Play the roles of the three students above as they think through their situations. What should they do? If nothing, why? If something, what? To whom should they speak about their experiences? What kinds of documentation do they need?

Part III

Play the role of any student in Part I who should, in your opinion, speak to an authority. Choose someone in the class to play the role of the authority.

Activity Sheet 2

Identifying Sexual Harassment at Work

Directions: After studying each of the following cases in which employees have problems on the job, decide what the employee should do. Include preventions.

1. Martha finally talked her boss, Don, into promoting her into management in consumer relations, her department for four years. Don had been concerned about her lack of experience supervising employees. Her answer, "But how can I learn if you never give me a chance," convinced him. Complaints from her department staff and the poor monthly reports she submitted gave him doubts. When he offered to work with her after each complaint, she refused help. Within a few months, Martha applied for a promotion into telemarketing. The job went to a younger male. Martha is considering a sex discrimination suit. What would you do if you were Martha?

2. Shelly and Tom had no friendly remarks for each other even though their desks were side by side. So no one was surprised when a shouting match occurred. "He was so loud and obnoxious, I couldn't concentrate. I told him to be quiet and he called me obscene, sexist names," Shelly told Bob, their supervisor. "Not so," Tom responded. "You always listen in on my calls. You told me to 'shut up' in front of everyone. I'm sick of your noisy, gossipy face. I didn't call you anything I wouldn't have said to a man who treated me that way." Bob asked other employees and, yes, Tom had said those things. But, they said, "Snide remarks and sexist language is common in this office." Fearing a sexual harassment suit from Shelly, Bob told Tom he would have to take action, release Tom, to ensure that an outburst didn't happen again. What would you do if you were Tom?

3. Melanie was one of the leaders in her department and often was asked to do special assignments which she enjoyed. Even though her boss for two years, Joe, was known for womanizing, he had backed off when she expressed her displeasure at his remarks. A kiss on the back of the neck, however, came as a surprise, and Melanie let Joe know she was angry. A few weeks later, Joe kissed her again. When she protested, he said, "I'm just showing you that I appreciate you. I'd pat a guy on the back. You're overreacting. Besides, I don't like your attitude. I'm just being friendly." Melanie insisted that Joe stop. He did. In fact he stopped everything--acknowledging her, including her in department meetings, giving her special assignments. "Joe says you're not a team player," her colleagues told Melanie. What would you do if you were Melanie?

4. Sheila had worked as a lab technician for three years when she decided she had enough of the innuendos, foul language and sexist jokes from her male colleagues. "Something happens everyday that's rude and crude," she told her friend. What would you do if you were Sheila? What would you say if you were her friend?

Activity Sheet 3

Part I

Directions: At what point should one protest? As you read Tina's story, decide what she should do at each point.

1. Tina was flattered when Mr. James, her biology instructor, paid attention to her. In fact, he talked to her so much before, during and after class, that her best friend, Sally, teased her about her "boyfriend." Occasionally he helped her with a program she was writing. He volunteered to tutor Tina when she was having a big exam in Computer Science and often dropped by the lab when she was working there. She felt really special when he offered to ask Mrs. Terrell what was going to be on the exam. In fact, she ended up making an A on the test with his help.

2. Mr. James started waiting around for Tina as she left the computer lab, her last class, and walking with her to her car. Several classmates remarked about Mr. James wanting to "examine her anatomy," a comment that annoyed her. "Why do they care?" she asked Sally, "We're just friends." But the night he showed up at a computer contest Tina had entered, she felt awkward. When he asked her if she wanted to go for a coke after the contest, she was glad she was going for a pizza with friends. Mr. James did join them and left early.

3. She wasn't surprised when Mr. James asked her to babysit his three children in the summer. In fact, she was glad to have the extra income for her senior year. Every day from 10:00 until 3:00 she went to his home, he left for vocational technical school, and she fed and cared for his children. Mrs. James, a pharmaceutical salesperson, traveled a lot. Tina was shocked one day at Mr. James' house when he pulled her down on the sofa. "Ooops!" he said. "Accident." The three kids ran over and started wrestling with them. After that, he often patted her on the back or arm or brushed back her hair when he talked to her. Tina felt uncomfortable when he did these things and especially when he told her how important she was to him.

4. She found the first note from Mr. James in her locker the second day of school in the fall. He told her how much he missed not having her in class, how he'd like to help her in Advanced Computer Science, and how he'd like to see her after school. "Would you come by the lab?" he asked. A second note asked, "Will you meet me after school? I can't bear not seeing you." Even though Tina did not reply to his notes or go by the lab, Mr. James kept writing her. "I think about you night and day. I don't know why I can't get you off my mind," one said. The most recent one of the nine notes asked, "Will you go to Kansas City with me this weekend? I have a conference there. I've got to see you."

Part II

What experiences of harassment have you had that you reported or thought about reporting?

Activity Sheet Answers

Answers will vary. All of these cases are based upon true occurrences. The action taken is briefly described below; other options are possible.

Activity Sheet 1

1. Darrell's mother asked Darrell if he felt comfortable being honest with Mrs. Nichols. Darrell was reluctant, fearing his grade would be jeopardized. So his mother explained that Mrs. Nichols was stereotyping women with characteristics often associated with them--that they were unable to do lifting and too sensitive to do dirty work. Mrs. Nichols was not thinking of individual characteristics when she unjustly burdened the males in her class. Darrell would either have to speak up for himself, perhaps by getting better acquainted with Mrs. Nichols, or accept her unjust treatment.

2. Sandy tried repeatedly to talk to Mr. Newland about his unjust treatment. He could not understand her reasoning. So Sandy went to her counselor at school who intervened.

3. After Britanny received no help from the teacher, she started writing down everything Tim did by time, date, action, and words. She included every incident she could recall. She waited until she saw him alone in the corner of the shop, walked up to him with her list in hand and said, "Tim, I do not want you talking to me or touching me again. I have written down everything you've said or done to me and will take this list to the principal if you touch me again or say anything rude to me. Do you understand?" He was so shocked, he couldn't speak. Her problem ended.

Activity Sheet 2

1. Martha filed a sex discrimination suit. The judge dismissed the case noting that Martha lacked the qualifications for any of the promotions she had applied for. In all cases the men hired had "superior ability, creativity and initiative." The law does not require a company to promote a woman into a job she can't handle, he said.

2. Tom filed a sex discrimination suit saying the company had no specific rule stating that such language can lead to dismissal. The judge ordered Tom be reinstated. The company should have had a policy regarding standards of behavior, and Bob, the supervisor, should have enforced it.

3. Melanie first complained to the Personnel Manager. Then she filed a sex discrimination suit. The court awarded Melanie a large sum of money in punitive and compensatory damages. The judge was clear: any unwanted touching, kissing, stroking, or any other physical contact between a supervisor and an employee constitutes sexual harassment. Joe's retaliating by ostracizing Melanie from the department activities was also damaging to his case.

4. Sheila filed a sex discrimination suit. The jury decided against Sheila and in favor of the company after testimony from her nine co-workers stating that she had "gone along with" and participated in the foul language, sexist remarks, and vulgar jokes. The jury said that Sheila should have complained about the harassment from the day it started. She also should never have participated in the banter.

Activity Sheet 3

Part I

Answers will vary.

Tina "accidentally" left the ninth note on her dresser. When her mother found it, she called the school director who immediately asked Tina about her relationship with Mr. James. Not only did Tina release all of the notes, but she also agreed to having her testimony recorded. Mr. James was released the next day.

Part II

Answers will vary.

To the Educator:

Students may reveal incidents that should be reported to authorities and/or that require more attention than you can provide in the classroom. Refer these students to the appropriate people in your organization.

DEMONSTRATE DECISION MAKING SKILLS

Objective Sheet

Students will demonstrate decision-making skills regarding equity.

Teacher Information Sheet
Handout - Fallacious Thinking
Transparency 1 - Decisions
Transparency 2 - Steps in Decision Making
Activity Sheet 1 - Identifying Self
Activity Sheet 2 - Identifying Sexist Language
Activity Sheet 3 - Making Career Decisions
Activity Sheet 4 - Thinking About Equity
Activity Sheet 5 - Fallacies in Opinions
Activity Sheet 6 - More Fallacies
Activity Sheet 7 - Communicating Your Decisions
Activity Sheet Answers 1 - 7

Vocabulary

attitude
sexist language
aggressive
assertive
passive
conformity
peer pressure

Quotations

The most savage controversies are about those matters as to which there is no good evidence either way. --Bertrand Russell, English philosopher

Remember, no one can make you feel inferior without your consent. --Eleanor Roosevelt, American stateswoman

DEMONSTRATE DECISION MAKING SKILLS

Handout

Fallacious Thinking

Many errors in reasoning occur because we have not been taught to be mentally alert--to think as we speak, listen, and read. As a result of our being mentally passive, we absorb ideas that do not make sense when examined logically. Thinking that is illogical and full of errors is called fallacious (fe lā′shəs) thinking; thinking that is logical and accurate is called reasoning. When we hear or read an idea that sounds reasonable but is actually full of errors (a logical fallacy), we need to think for ourselves to examine the logic, or sense, of the idea.

Among the logical fallacies are:

1. **Wise Man Fallacy** - thinking that something is true because it is stated by a person who seems to be an "authority" or thinking because a person is skilled in one area, she or he is skilled in another. Ex: Michael Jackson said that service employees will be in great demand in future decades. (This is a true statement, but Michael Jackson probably got his information where you get yours--from media. Just because he is expert in entertainment does not mean he is expert in futuristics.) Ex: I'll ask the bank teller about this preferred stock. (Just because one is a teller does not mean he or she is also a stockbroker. People can be multi-knowledgeable or skillful but this should not be assumed.)

2. **Overgeneralization Fallacy** - thinking that one or a few isolated bits of evidence justify a broad conclusion. This kind of thinking may include words such as all and everyone. Ex: Men make better leaders than women. (Because no limits are placed on women and men, this sentence reads: All men make better leaders than all women. This is not true. Some men are better leaders than some women; some women are better leaders than some men. Since most situations in life have exceptions, one is wise to beware of generalized statements.) This kind of thinking also groups people and events or attributes "guilt by association." Ex: Sally, who is really interested in electronics, is Mary's best friend; therefore, Mary must be interested in electronics, too. (Mary may or may not be interested in electronics; no proof is given.)

3. **Cause and Effect Fallacy** - thinking that a complicated situation has only one or two causes when there may be many or thinking one thing caused another because it occurred first. Ex: Women aren't promoted into management positions because their first interest is their family, not their job. (Women are not promoted for many reasons--the perceptions that they are not capable, are not permanent workers, are working only for the money, etc. are among them.) Ex: Aircraft workers are losing their jobs because the government withdrew construction contracts. (The aircraft construction industry has been diminishing for the last decade; lack of diversification, poor management, and union conflicts are among the on-going problems.)

4. **Crowd Appeal Fallacy** - thinking that the truth about something--the facts--can be determined by the number of people who believe in it. Ex: Everyone in my class thinks that culinary arts is a better career for women than for men. (Because a class believes this does not make it true. Many men find satisfying employment in a food service career.)

5. **Domino Fallacy** - thinking that something will start a trend or set a precedent that cannot be stopped. Ex: If one woman can be captain, instead of crew, on a space ship, other women will soon be, too. In fact, we'll soon be sending all-female crews into space like we did all-male crews in 1969. (Captains are selected upon ability, experience, knowledge, etc. If a woman qualifies, she may be named captain; because one woman is captain does not mean others will be unless they, too, are qualified.)

6. **Arguing in Circles Fallacy** - thinking that repeating a statement makes it true, using words to define themselves, using important-sounding words that lack clear meaning, asking rhetorical (not intended to be answered) questions instead of giving clear answers. Ex: Men are superior to women. They are, just because they are. / Equity is the state of being equitable. / Women favor eschewing esoteric topics because they are more ecumenical in their attitudes. / If God had intended women and men to be equal, why didn't He make them at the same time?

7. **Either/or Fallacy** - thinking that only two exclusive explanations or solutions exist to a problem. This kind of thinking acknowledges only extremes. Either you're right or you're wrong; there's no in between. Ex: The U.S. should either remove all immigration quotas or not let anyone in; our current laws are not working. (Life is not black and white; degrees exist in every situation.

8. **Facts and Figures Fallacy** - thinking that slants facts and figures to suit the speaker/writer. It may mean giving only half of the truth or using distorted averages, charts, and graphs. Ex: Nine out of ten women are incapable of passing the physical dexterity test to be a fireperson. (Nine out of which ten women? By hand-picking the ten women mentioned, any condition can be proved, so what does the statement mean?)

   Learning to ask your own questions is the first step to becoming a critical thinker. The wise thinker asks questions such as

   1. What does this speaker/writer want me to believe?
   2. How are these statements supported?
   3. Is this evidence
      - Current?
      - Unbiased?
      - Relevant to the topic?
      - From reliable sources?
      - Represented truthfully?
   4. How does what I've read compare to what I've experienced?
   5. After reading what this person thinks, what do I think?

Note: For additional information on fallacious thinking, ask your librarian for information on critical thinking or logic.

Teacher Information Sheet

Objective: Students will demonstrate decision-making skills regarding equity.

Lecture Notes (Transparency 1 - Decisions)

1. **How can I make decisions for myself?**

   A decision is a judgment; it is the choice between alternatives, a choice between courses of action. In choosing classes in school, the choice may be choosing several classes among dozens; in accepting employment, the choice may be choosing to work at the only available job. In all situations, we have choices; if over nothing else, our choice may be whether to have a negative or a positive attitude.

   Making decisions is a skill that requires work. Because some people cannot make decisions, they wait for someone else or circumstances to determine what they will do and/or think.

   They avoid decisions because they are afraid they cannot make the right one. Since life is constantly changing and an individual has limited control over the future, we have to make the best decision we can given the time in which we have to make it, the facts available to us, and the limitations we know we have.

   Making a decision about a course to take or a program to enter may be obvious to you as you do it. Making a decision about what you believe is less obvious. We grow up accepting the beliefs of those around us--our family, friends, teachers--and the institutions around us--our doctrines of worship, the media, the government. We accept these beliefs without questioning whether they are logical and just. It is only by examining each belief as specifically as we examine the information we gather in making a career decision that we can formulate our own beliefs. (Activity Sheet 1 - Identifying Self)

   a. Determine which beliefs are yours and which are ones you've absorbed from others. This may be done by analyzing each belief; thinking critically about what you feel, what you say, what you hear others say, and what you read will help you answer, "What do I believe?"

We can often tell if a person's belief is a biased one by the language she or he uses to express it. In fact, a person's choice of words may tell more about beliefs than the person knows; by listening carefully, you learn others' attitudes about men and women without asking. Language that discriminates against one gender is called sexist language. Examples abound in our everyday speech, on television, and in printed materials. You probably use sexist language without knowing you do.

Some examples of sexist language are words that name roles--chairman, fireman, craftsman; these suggest that only men qualify for these jobs and descriptions. Other examples are expressions such as, "The girls will type the report," "She's a career woman," and "the presidents' wives," instead of, "The secretaries will type the report," "She's a medical doctor," and "the presidents' spouses." Nonsexist language is free from gender bias. (Activity Sheet 2 - Identifying Sexist Language)

Our language can also be discriminatory against other minorities. Words that state the race, ethnicity, color, marital status, or disability should be avoided unless they are necessary to your message. Examples include, "deaf and dumb," "My Indian neighbors," and "Mrs. Bill Smith," instead of "deaf" or "hearing-impaired," "My neighbor," and "Sue Smith" or "Ms. Sue Smith." Unknowingly we let our biases be known by the words we use.

b. Determine what you believe. This can be done by defining the situation, gathering needed information and opinions, analyzing the data, and formulating your decision.

Making the best decision for you, whether choosing a class in school, selecting a career, or formulating a belief, involves several steps: (Transparency 2 - Steps in Decision Making)

1. Determine what you need to know before you can make a decision. This includes deadlines, finances, people to contact, skills required, and prerequisites.

2. Gather all of the data and opinions you can, including information about you and how you feel.

3. Analyze your information. This may mean limiting your alternatives, studying them one by one, and consulting with others.

4. After completing steps 1-3, make your decision.

5. Formulate a plan, if needed, to take action.

6. Notify others involved of the decision you have made.

We can help ourselves by creating the best environment for decision-making. This may mean setting aside time to investigate the data you need, making check lists and keeping files, purposefully clearing distractions from your mind, and reminding yourself that the decision you reach will be the best one you can given the time and information you have. (Activity Sheet 3 - Making Career Decisions)

One way to determine if our beliefs are logical is to look for errors in the way we think. Erroneous thinking may include stereotyping people, making generalized statements that are untrue, misrepresenting facts, and giving ourselves either/or solutions. All of these are dangerous in that they keep us from knowing the truth. Issues regarding equity are surrounded by half-truths, and unless we actively examine our opinions, we may find ourselves discriminating against minorities because we are ignorant of the truth. (Activity Sheet 4 - Thinking About Equity)

We can practice logical thinking by carefully listening to our friends and newscasters as they talk and by critically reading our newspapers and periodicals. We may find errors in reasoning that keep us from the truth. (Handout - Fallacious Thinking; Activity Sheet 5 - Fallacies in Opinion; Activity Sheet 6 - More Fallacies)

2. **Once I've made decisions, how can I communicate them to my family and friends?**

You will be more content with any decision or action--getting married, going to college, accepting a job, having a child--if you do so freely, that is, if you do so because you want to, not because your family, friends, or teacher tells you to.

In order to express yourself, you may have to learn to respond in new ways to people around you. The three ways in which people can respond are described by the words aggressive, assertive, and passive. (Activity Sheet 7 - Communicating Your Decisions)

If you have been responding aggressively or passively to people, they will be surprised and uncertain about how they should act if you start responding assertively. If you have typically gone with friends to activities they selected or let your mom pick out your clothes, both your friends and your mom will be shocked when you express your opinion in ways that show you respect them and yourself.

The need to be liked by others is very strong in humans; therefore, it is quite easy to "go along with the crowd." Accepting the values and behaviors of one's associates is called conformity. When we buy the same brand of products as our friends, attend the same kind of entertainment, use the same kind of language, drive the same kind of car, we are no longer doing what we want to do. We are doing what we think is necessary to be liked by our friends; we are conforming to their desires, not acting upon ours.

The pressure created by others to be like them is called peer pressure. Every age experiences this; your father feels pressure from his fellow workers to be like them on the job. Making decisions for yourself will help free you from this pressure. When you enroll in a class because your best friends want you to, even though your talents and interests are in another class, you have given in to your need to be liked. Another option for you would be to think of other ways in which you can be with your friends and still select a class that suits you.

When you make decisions about classes to take and activities to pursue, you're actually training for your future. Everything we do helps us get ready for the next step in life. If you know yourself and develop goals for yourself, you'll be able to make decisions free from the pressures of parents, friends, and teachers.

Decisions

1. **How can I make decisions for myself?**

    a. Determine which beliefs are yours and which are ones you've absorbed from others. This can be done by analyzing each belief; thinking critically about what you feel, what you say, what you hear others say, and what you read will help you answer, "What do I believe?"

    b. Determine what you believe. This can be done by gathering needed information and opinions, analyzing the data, and formulating your decision.

2. **Once I make up my mind, how can I communicate the decisions I make to my family and friends?**

    a. Express your true feelings, desires, and needs.

    b. Remain tactful and respectful of others.

Steps in Decision Making

1. You determine what you need to know before you can make a decision. This includes deadlines, finances, people to contact, skills required, and prerequisites.

2. You gather all of the data and opinions you can, including information about you and how you feel.

3. You analyze your information. This may mean limiting your alternatives, studying them one by one, and consulting with others.

4. After completing steps 1-3, you make your decision.

5. You formulate a plan, if needed, to take action.

6. You notify others involved of the decision you have made.

Activity Sheet 1

Identifying Self

Part I

Directions: Write a brief statement answering each question. If you are male, what have you learned from the males in your life about being male? If you are female, what have you learned from the females in your life about being female?

Your appearance ____________________

____

Your behavior ____________________

____

Your career ____________________

____

Your future ____________________

____

Part II

If you are male, what have you learned from the females in your life about being male?

If you are female, what have you learned from the males in your life about being female?

Your appearance ____

____

Your behavior ____

____

Your career ____

____

Your future ____

____

Part III

Where did your parents get these beliefs that they passed on to you?

____

____

Part IV

Check the ones you want to examine for yourself.

Part V

Star the ones you want to pass on to your children.

Part VI

Share your remarks regarding careers with another student.

Activity Sheet 2

Identifying Sexist Language

Part I

Directions: Eight of the ten sentences below contain words generally considered sexist language. Re-write those that you think exclude or belittle women.

1. She's a real chick.
2. A handsome hunk greeted us at the office.
3. Sally remained an old maid.
4. The salesperson gave good service.
5. The elementary teacher reported the problem to her principal.
6. Married retirees receive a discount.
7. "Man overboard," shouted the sailors on the Titanic.
8. Ten of the women were housewives.
9. The writer and his wife attended the conference.
10. John Sheril is a promising scientist and his wife is a lovely redhead.

Part II

Television shows use stereotyped characters in situation comedies. Much of the language these characters use is sex-biased. Identify a show you watch, one of the main characters, and what this character tells you through the way she or he acts and speaks.

Show ____

Character ____

Description ____

____

____

____

____

(If you used sexist language in your description, remember the producer knows that the American public has certain descriptions we associate with stereotyped characters--dumb blondes, jolly fat people, narrow-minded red-necks, etc.)

Part III

Listen to your friends, teachers, family, and co-workers today. Note the sexist language you hear.

____

____

____

____

____

____

____

Activity Sheet 3

Making Career Decisions

Directions: You think you want to enter a vocational-technical program that you know little about. Following the six steps to making a decision, what should you do?

Name of program ______________________________

What general categories of information do I need to know about before I make this decision?

DEMONSTRATE DECISION MAKING SKILLS

Activity Sheet 4

Thinking About Equity

Part I

Directions: Ask three males and three females whom you respect the question below. Record their answers as carefully as possible.

"Why have the citizens of the U.S.A. never elected a female as President?"

Male 1: ____

____

Male 2: ____

____

Male 3: ____

____

Female 1: ____

____

Female 2: ____

____

Female 3: ____

____

Part II

How do the answers you heard correspond to what you believe is necessary (the intelligence, aptitudes, interests, talents, personality) for a person to lead our country?

Part III

Why, in your opinion, has a female not been elected?

Activity Sheet 5

Fallacies in Opinions

Part I

Directions: The passage below is filled with errors in thinking. As you carefully read each sentence, identify the errors by writing the name of the fallacy in the corresponding blank below. Four have no errors and should be left blank.

1. My manager at Wendy's says that girls really don't enjoy working with computers. 2. Computers are too "complicated with math," he says. 3. He thinks that if teachers get one girl in each class to use the computer, the other girls will "come along."

4. I've noticed in the mall that girls most often watch boys play video games because the girls aren't playing. 5. At school, though, when they're required to use the computers, most of them seem to do OK.

6. So, I asked my Tech Ed teacher what she thought. 7. "When girls have a choice of activities," she said, "they seldom choose computer-related ones. 8. They either don't like technology or can't use it."

9. "Then how did you become a Tech Ed teacher?" I asked.

10. "Oh, I'm different. I was the only female in my high school class to become a Tech Ed teacher."

1. ______________________ 6. ______________________

2. ______________________ 7. ______________________

3. ______________________ 8. ______________________

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

Part II

What questions would we need to be answered before we believed this statement?

Men are just naturally better at working with computers than women are.

Activity Sheet 6

More Fallacies

Directions: Identify the fallacy in each paragraph.

1. There was a 1% increase in our national unemployment rate in 1991. Over 1.3 million more people were unemployed in 1991 than in 1990. This means that next year an additional one million plus people will be without work. By the end of this century, a huge portion of our population will be unemployed.

2. An average of 840,000 people become unemployed each month. If someone in your city hasn't been fired yet, just wait--he will be.

3. It is obvious to everyone that this wide-spread unemployment is caused by the number of "aliens" we let into this country.

4. In 1990 alone, 679,068 Mexican-Americans were allowed into the U.S. So that accounts for a whole lot of that one million people.

5. Our legislators will not control immigration because they will not pass laws to deal with the situation.

6. There is no middle ground. Either we must ban all foreigners from coming into the U.S. or we ought to let them all in. We're just wasting our money now on border enforcement.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

Activity Sheet 7

Communicating Your Decisions

Part I

Directions: With two classmates, role-play the three behaviors that could occur as a result of each situation. Take turns responding as the aggressive person would, as the assertive person would, and as the passive person would. Each case should have three responses.

Example: A co-worker, Sally, has been reprimanded by your boss, Mr. Jones, for coming to work late. Mr. Jones isn't there every day at 5:00, so he doesn't know how often Sally is late. Sally asks, "If you'll clock me in when I'm late, I'll clock you in when you're late."

Aggressive: "Take care of yourself. I'm not worried about you."
Assertive: "Sorry, Sally, I can't do that."
Passive: "OK, just once, though. I'm not sure it's right. Besides I gotta' have this job to pay for my car. If we get caught, I'm a goner."

1. "Hey! Let me borrow your homework just a minute so I can get mine finished." A classmate in geometry asks to borrow your homework so she/he can copy it. The teacher has said that each student must do his/her own work.

2. A customer is very abusive about the slow service in your place of employment. You are the first person to whom she/he speaks: "What's goin' on in this lousy joint? I've been waitin' fifteen minutes on an order of fries. They should've been done ten minutes ago. Did you dummies lose my order?"

3. "Can you stay late tonight--just for a couple of hours to fill in for John?" your boss asks at 5:00. You want to help your boss out, but you have a chemistry test first thing tomorrow.

4. You want to go to an area vocational-technical school; your parents both want you to go to the technical college. Every time someone asks, your dad answers, "I just don't understand that kind of thinking."

5. Your teacher has misgraded your exam. It's obvious to you that you did correctly name the causes of the war in Viet Nam. How can you approach your teacher?

6. You want to enroll in Textiles and Design, a class that will help you be a salesman in your dad's retail clothing store. You realize that your friends will tease you about being the only male in the class, but that's all right. Your counselor, Miss Abbott, however, says, "Brian, take something that's more suitable for you."

Part II

How did you feel playing the different behaviors? Which one is most like you? most unlike you?

Activity Sheet Answers

Activity Sheet 1

Parts I-IV

Answers will vary.

Activity Sheet 2

Part I

Words that generally are considered sexist are:

1. chick (instead of attractive person or has a nice personality)
2. handsome hunk (instead of role, such as lawyer)
3. old maid (instead of unmarried)
4. Sentence is correct.
5. her (why would one assume an elementary teacher was female?)
5. Sentence is correct.
7. man (instead of people)
8. housewives (instead of homemakers)
9. his spouse (why would one assume the writer is male?)
10. lovely redhead (why not a graduate student or accomplished musician?)

Part II

Answers will vary.

Part III

Answers will vary.

Activity Sheet 3

Answers will vary but may include:

Number of courses, semesters, years required to complete the program.

Specific careers this program prepares one for.

Salaries, benefits, working conditions, etc., of these careers.

Aptitudes and skills used in these careers.

Predictions for these careers regarding need, re-training, geographic location, etc.

Number of students accepted, requirements and deadlines for admission.

Prerequisites to entering the program.

How this program fits in with the rest of my life--school or work.

What expenses I'll have for equipment, uniforms, transportation, supplies.

Names, locations, telephone numbers of people I'll need to see.

Activity Sheet 4

Answers will vary. Former U.S. President Richard M. Nixon said, "Certainly in the next 50 years we shall see a woman president, perhaps sooner than you think. A woman can and should be able to do any political job that a man can do."

Activity Sheet 5

Part I

More than one answer may be accurate.

1. Overgeneralization Fallacy
   "Girls" implies all girls and, therefore, cannot be true.

2. Cause and Effect Fallacy

   Girls use computers less and feel less confident using computers for several reasons (little encouragement from teachers and parents; negative feedback regarding females pursuing computer science; fewer opportunities to use computers, etc.)

3. Domino Fallacy

   The image of one girl using the computer will not void the societal pressure to be "feminine."

4. Arguing in Circles Fallacy

   Girls are playing video games because they aren't playing video games makes no sense. They're not playing video games says nothing about their ability to use computers.

5. No error as such exists in this sentence because not all girls are implied. Most suggests more than half. "Seem to do OK" is vague language that a careful thinker would avoid by saying "score A's and B's on assignments."

6. No error.

7. No error. A careful listener would ask, "How often is seldom?"

8. Either/or Fallacy

   Several reasons exist for girls not being equal to boys in computer science: peer pressure to avoid computers; negative attitudes by parents and teachers; advertisements and other media that portray men as computer users.

9. No error.

10. Facts and Figures Fallacy/Overgeneralization

    Unless this teacher has remained in contact with all of the females in her graduation class, she is overgeneralizing and may be using "only" to emphasize her uniqueness. (How many were in her class? Might they be in a career that demands even more computer science?)

Part II

Among the questions that need to be answered:

What does "naturally" mean? If it means "genetically," what difference exists? If it means "as they grow up," why does a difference occur?

Activity Sheet 6

Answers may vary.

1. Domino Fallacy. Unemployment figures should be accompanied by a specific definition because "unemployment" can include many different categories of people: people currently unavailable to work (such for pregnancy, illness, relocation), people waiting to begin a new job, people in training for employment, people who desire to work only part-time, etc. A commonly used definition includes people who have 1) not worked in the week of the survey, 2) have actively sought work sometime during the month before the survey, and 3) be currently available to take a suitable job. The 1% increase in the year 1991 reflects an economic downturn; no one knows what the economic condition of our country will be in the year 1993, much less in 2000. The fact that a greater percent of our population was unemployed in the 1981-82 recession than in 1991 reveals the fallacy of thinking unemployment will spiral.

2. Overgeneralization Fallacy. Unemployment is not equally distributed throughout the United States. Regions vary in numbers of unemployed depending upon the weather, industry, and general economic condition of the states.

3. Cause and Effect Fallacy. Unemployment is caused by several factors: laws affecting trade and manufacturing, weather, technology, international relations, etc. One cause cannot be singled out.

4. Facts and Figures Fallacy. If one group of immigrants were cause for the unemployment to rise, unemployment would be regionalized. This thinker states in #3 that unemployment is "wide-spread." As of March, 1992, 40.5% of the people of Hispanic origin living in the United States was unemployed. So now the total possible of the 679,068 would be 268,028 people. How many of the immigrants were not in the labor force--children, the elderly, and others? To draw a relationship without evidence between one population and the entire number of unemployed is unclear thinking.

5. Arguing in Circles Fallacy. The first half and the last half of the sentence say the same thing: legislators will not address immigration rates. The second half repeats the first; repetition by re-wording does not prove.

6. Either/or Fallacy: A decision on either extreme--all or nothing--is seldom a wise choice. The labor force in the United States would be greatly affected--positively and negatively--if we were to ban all immigrants or remove all controls.

Activity Sheet 7

Answers will vary.

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INVESTIGATE NONTRADITIONAL CAREERS

Objective Sheet

Students will evaluate career choices as they relate to gender equity information.

Teacher Information Sheet
Transparency 1 - Careers
Transparency 2 - Education and Earnings
Transparency 3 - Earnings in Nontraditional Jobs
Transparency 4 - Earnings in Same Occupations
Transparency 5 - Fastest Growing Jobs
Transparency 6 - Employment of Persons by Major Industry Division
Transparency 7 - Occupational Distribution by Sex
Transparency 8 - Nontraditional Careers
Transparency 9 - Advantages of Nontraditional Careers for Women
Transparency 10 - Other Advantages
Transparency 11 - Advantages of Nontraditional Careers for Men
Transparency 12 - Barriers to Nontraditional Roles
Activity Sheet 1 - Self Inventory
Activity Sheet 2 - Career Suitability
Activity Sheet 3 - Investigating a Nontraditional Career
Activity Sheet 4 - Ideal Career
Activity Sheet 5 - Career Selection Test
Activity Sheet Answers 1 - 5

Vocabulary

career	nontraditional career
job	traditional career

Quotations

Far and away the best prize that life offers is the chance to work hard at work worth doing. --Theodore Roosevelt, American statesman

When work is a pleasure, life is a job! --Maxim Gorky, Russian writer

There is only one sex. . . .: a man and a woman are so entirely the same thing that one can scarcely understand the subtle reasons for sex distinction with which our minds are filled. --George Sand, French writer

INVESTIGATE NONTRADITIONAL CAREERS

Teacher Information Sheet

Objective: Students will evaluate career choices as they relate to gender equity information.

Lecture Notes (Transparency 1 - Careers)

1. **What are some of the important decisions to be made in choosing a career?**

   Life decisions are those which affect the way we live for a long time. Some of them include choosing a career, selecting a mate, moving from our parents' home, etc. These decisions are based upon the goals we have set for ourselves. Goals are the answers to such questions as, "Where do I want to live? What do I want as major activities in my life? What kinds of people do I want close to me?" Your goals, or answers to questions regarding your future, are determined by your interests, values, attitudes, and opinions which come from family, friends, school, worship, and society in general.

   Since in 1991, 75.9% of all the men and 57.4% of the all the women over sixteen years of age worked, it is very likely that each of you will have to answer the question, "What work do I want to do?" In order to choose a career that will be satisfying, you must know yourself. (Activity Sheet 1 - Self Inventory)

   After you have considered all you know about yourself, you may want to ask other people--a parent, teacher, older friend--about possible careers for you. Other people can give us information about ourselves that we do not know.

   Answers to questions of "Who am I" and "What is my purpose in life?" help in making a wise career choice. Once you have identified your talents, skills, aptitudes, and interests, finding the right career takes investigation. Additional questions you will need to answer include

   a. What careers interest me?

      Identify several careers in which you are interested. Separate your desires from those careers your parents, your friends, or your teachers suggest by asking, "What do I want?"

b. What advantages and disadvantages do these careers have?

Interview as many people as possible in these occupations to learn about the advantages and disadvantages of their jobs. Include questions that reveal their satisfaction, such as, "Would you choose this job again? Why?"

c. What is required to get a job in these careers?

Research the amount, expense, and availability of training needed for these careers. Use figures from your state department of labor or guides such as the current Occupational Outlook Handbook or Dictionary of Occupational Titles to learn the number and geographical location of jobs in the future. The American labor market is part of the global labor market; therefore, you will be competing with workers all over the world. The more skill, training, and experience you have, the more success you will have in your career. ((Transparency 2 - Education and Earnings and Transparency 3 - Fastest Growing Jobs)

d. Which is the career for me?

Remember that you have little knowledge of all your options. You have been limited by your environment and associates. Unless you have been aware of gender equity during your education, chances are you think of jobs typed by your gender. Little information is given to females about male-typed jobs or to males about female-typed jobs. Children learn about occupational segregation at the age of two or three; these ideas are reinforced by media, family, and school. Therefore, thinking about a nontraditional career may be a challenge.

Females are usually directed to traditional classes and have little encouragement to enroll in technical programs. As a result, females most often think of themselves in female-typed jobs; males most often think of themselves in male-typed jobs even though these jobs do not match their talents, interests, and/or aptitudes. (Transparency 4 - Occupational Distribution by Sex; Activity Sheet 2 - Career Suitability)

Before you begin your investigation, think about jobs you've never considered before such as driving a bread truck, working in horticulture, repairing sound equipment, or working in avionics or industrial maintenance. Include behind-the-scenes jobs as well as glamorous ones. Remember, not everyone can be a boss or earn a high salary. Supervisory jobs require experience; higher salaries require training beyond high school. The next step is to investigate several careers that you think you might like. (Activity Sheet 3 - Investigating a Nontraditional Career)

Match the information you gained in your investigation of your personal profile. A good match to your talents and the training you have will help determine your satisfaction in a career. Even though some Americans do have as many as three occupational changes between the ages of 24 and 64, most of these are promotions rather than different careers. (Activity Sheet 5 - Career Selection Test)

2. Why would I choose a nontraditional career?

Careers in which 75% of the workers are of the same gender are considered nontraditional careers for the remaining 25% of the workers. For example, 75% of the nurses in America are female; a male nurse, then, is in a nontraditional job. He is not fulfilling the stereotype idea of "man's work." Careers in which 75% or more of the workers are of the same gender are traditional careers; nursing, for example, is a traditional career for a female. (Transparency 5 - Nontraditional Careers)

Nontraditional careers have several advantages to consider as you make your career decisions. (Transparency 6, 7, 8 - Advantages of Nontraditional Careers)

To make the best decision, you must also realize the disadvantages to a nontraditional career. (Transparency 9 - Barriers to Nontraditional Roles in School and Work) These barriers are more easily overcome if you can answer people's questions about why you chose a nontraditional career. Knowing why you made your selection and being able to explain that to people will reinforce your belief in your choice and convince them you have thought through your decision. Few people can argue when a female says, "I've always enjoyed trying to repair broken things, so auto repair is a logical field for me," or for a male to say, "Everyone's always told me I have a nice, gentle manner. Working in child care seems to be the best use of my talents."

Few of the problems the nontraditional worker encounters have to do with inability to learn the task or to fulfill the duties; most are social problems. Because we grow up with sex-stereotype ideas, we have to learn to respond to exceptions, such as a male in a female-type job. Some of the typical reactions of men to women in male-type jobs are

1. That's too heavy, too complex, too risky, too whatever, for women to do.
2. Women are too emotional to take criticism, even constructive feedback.
3. Women will miss too much work because of child care.
4. Women are only temporary help; they're not career minded.

Some of the typical reactions of women to men in female-type jobs are

1. Why can't he get a "real" job? Is something wrong with him?
2. Since he's a man, he should be able to do more or know more.
3. Since he's a man, he should move desks, lift boxes, change flat tires.

These problems, too, once acknowledged, can be overcome by using good interpersonal skills.

3. How would I choose a nontraditional career?

After you have completed the Activity Sheet 1, talked to other people, and thought very seriously about the kind of job you see yourself in for the next 34 years (the average number of years Americans are employed), review the Help Wanted ads of your local newspaper to get a better idea of what kinds of jobs are available. Such books as the Occupational Outlook Handbook in your school library list a majority of occupations currently found in the workforce. Look for the most current issue.

To broaden your idea of your options, look for jobs in two of the four job categories: technical and paraprofessional, professional, skilled crafts and trades, and business management and marketing.

Use Activity Sheet 3 - Investigating a Nontraditional Career to interview someone employed in the area or to visit with the personnel manager in the company listed. After you have gathered all of your information, compare what you are and want to be with what each job requires. Choose jobs that match the characteristics, abilities, interests, and values you think you have and the training or education you are willing to gain. (Activity Sheet 4 - Ideal Career)

The future for men and women in nontraditional jobs is steadily improving. In most areas of employment, salary and benefits are commensurate with demand: the greater the need for employees, the greater the compensation. Even though the demand for employees in female-type jobs remains great, the salaries and benefits for these jobs have not increased because females typically do not value their labor and do not try to negotiate for compensation. As a result, even though the demand is high, the salaries and benefits remain low. As more men enter female-type careers and negotiate for salaries and benefits, compensation will improve for all employees.

Careers

1. **What are some of the important decisions to make in choosing a career?**

    a. Determine career interests

    b. Learn the advantages and disadvantages of each career in which you are interested

    c. Learn what is required to get a job in each career

    d. Determine which career best matches your interests, abilities, talents, aptitudes, needs, and desires

2. **Why would I choose a nontraditional career?**

    The salary, benefits, stability, work environment, and chances for advancement may be greater in a nontraditional career. If none of these are true, but the nontraditional job will satisfy you as a person, the nontraditional job may still be your best choice. Ideally a career provides all of the above.

3. **How would I choose a nontraditional career?**

    By investigating all of your options and using all of your sources, you can find enough information about nontraditional careers to make your selection.

Education and Earnings

Full-Time Workers
25 Years of Age and Older

1991 Average Annual Salary

Educational Attainment	Women	Men
Less than 9th grade	$12,570	$19,632
9th to 12th grade (no diploma)	$15,352	$23,765
High school graduates	$19,336	$28,230
Some college (no degree)	$22,833	$33,758
Associate degree	$25,554	$35,500
Bachelor's degree	$29,998	$44,536
Master's degree	$36,752	$53,851
Doctorate degree	$45,099	$64,603
Professional degree*	$54,870	$80,061
All education levels	$20,553	$29,421

*For example: MD, DDS, DVM, JD

Approximately 40% of all single mothers have an eighth-grade level of education or less.

Approximately 75% of women who have less than a high school education and who head households live in poverty, compared to 35% of men in similar circumstances.

Source: U.S. Bureau of the Census, *Money Income of Househoulds, Families, and Persons in the United States: 1991.*

Earnings In Nontraditional Jobs

Women in nontraditional jobs in 1991 earned significantly more than women in traditional occupations.

Traditional Female Jobs	Median Weekly Pay	Median Weekly Pay	Nontraditional Female Jobs
Secretary	$359	$484	Mechanic/ Repairer
Child Care Worker	$132	$407	Motor Vehicle Operator
Textile Sewing Machine Operator	$235	$580	Mail Carrier
Data Entry Keyer	$330	$469	Precision Production Worker

Source: U.S. Department of Labor, *Employment and Earnings*, January 1992.

Earnings In Same Occupations

When women worked in the same occupations as men in 1991, they did not earn equal pay.

Occupation	Women's Wage	Men's Wage	Gap
Motor Vehicle Operator	$328	$412	20%
Mail Carrier	$547	$587	8%
Precision Production Worker	$317	$508	36%
Mechanic/ Repairer*	$489	$484	1%

*Mechanic/Repairer and Miscellaneous Food Preparation are the only two occupation in the *1991 Employment and Earnings* in which women earn more than men.

Source: U.S. Department of Labor, *Employment and Earnings*, January 1992.

Fastest Growing Jobs in America

The U.S. Department of Labor projects that the following 50 jobs will be the fastest growing jobs in the 1990's.

The Top 50 Fastest Growing Jobs

Occupation	% Growth Projected	Numerical Growth	Estimated Total Employment 1988
1. Paralegals	75	62,000	83,000
2. Medical assistants	70	104,000	149,000
3. Radiologic technologists	66	87,000	132,000
4. Homemaker-home health aides	63	207,000	327,000
5. Medical record technicians	60	28,000	47,000
6. Medical secretaries*	58	120,000	207,000
7. Physical therapists	57	39,000	68,000
8. Surgical technologists	56	20,000	35,000
9. Securities and financial services representative	55	109,000	200,000
10. Operations research analysts	55	30,000	55,000
11. Travel agents	54	77,000	142,000
12. Actuaries	54	8,500	16,000
13. Computer system analysts	53	214,000	402,000
14. Physical and corrective therapy assistants	52.5	21,000	39,000
15. Social welfare service aides	51.5	47,000	91,000
16. EEG technologists	50	3,200	6,400
17. Occupational therapists	49	16,000	33,000
18. Computer programmers	48	250,000	519,000
19. Service sales representatives	45	216,000	481,000
20. Human services workers	45	53,000	118,000
21. Health services managers	42	75,000	177,000
22. Correction officers	41	76,000	186,000
23. Respiratory therapists	41	23,000	56,000
24. Receptionists	40	331,000	833,000
25. Electrical and electronics engineers	40	176,000	439,000

Source: U.S. Department of Labor. *The 1990/91 Job Outlook in Brief* and *The Occupational Outlook Quarterly*, Spring 1990.

Fastest Growing Jobs in America

(continued)

The U.S. Department of Labor projects that the following 50 jobs will be the fastest growing jobs in the 1990's.

continued

The Top 50 Fastest Growing Jobs

Occupation	% Growth Projected	Numerical Growth	Estimated Total Employment 1988
26. Employment interviewers	40	33,000	81,000
27. Registered nurses	39	613,000	1,577,0000
28. Flight attendants	39	34,000	88,000
29. Licensed practical nurses	37	229,000	626,000
30. Recreational therapists	37	9,500	26,000
31. Management analysts and consultants	35	46,000	130,000
32. Computer and office machine repairers	35	44,000	128,000
33. Podiatrists	35	5,700	17,000
34. Information clerks	34	441,000	1,316,000
35. Guards	32	256,000	795,000
36. Engineering, science, and data processing managers	32	83,000	258,000
37. Nursing aides and psychiatric aides	31	405,000	1,298,000
38. Aircraft pilots	31	26,000	83,000
39. Dispensing opticians	31	16,000	49,000
40. Lawyers and judges	30	188,000	622,000
41. Childcare workers	30	186,000	670,000
42. Actors, directors, and producers	30	24,000	80,000
43. Nuclear medicine technologists	30	3,000	10,000
44. Meteorologists	30	1,800	6,200
45. Social workers	29	110,000	385,000
46. Computer and peripheral equipment operators	29	92,000	316,000
47. Underwriters	29	30,000	103,000
48. Landscape architects	28	5,500	19,000
49. Engineering technicians	28	203,000	722,000
50. Physicians	28	149,000	535,000

Source: U.S. Department of Labor. *The 1990/91 Job Outlook in Brief* and *The Occupational Outlook Quarterly*, Spring 1990.

Employment of Persons by Major Industry Division

1990

(Numbers in thousands)

Industry	Total Employed	Percent Women	Percent Black	Percent Hispanic
Total	116,877	45.6	10.1	7.5
Agriculture	3,233	21.1	5.0	14.0
Goods-producing	28,254	25.0	9.0	9.7
Mining	733	17.6	5.4	6.6
Construction	7,087	8.5	6.6	8.4
Manufacturing	20,434	32.7	10.3	8.5
Durable goods	11,954	26.8	8.5	7.4
Nondurable goods	8,480	41.0	12.9	10.1
Service-producing	84,388	74.9	10.4	7.6
Transportation	8,204	28.8	14.7	6.7
Wholesale trade	4,640	29.0	7.9	8.4
Retail trade	19,415	51.2	8.5	8.6
Finance, insurance, and real estate	7,786	59.1	8.7	5.6
Services	38,704	61.9	11.4	6.8
Public Administration	5,639	41.8	15.2	5.6

Source: U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, January 1992.

Occupational Distribution by Sex

1991

Job Categories	Women	Men
Managerial & Business Specialty	17.90%	17.30%
Professional*	9.80%	8.30%
Technical, Sales & Administrative Support	26.00%	13.20%
Sales	5.50%	6.40%
Clerical & Administrative+	18.20%	4.40%
All Service Occupations	13.70%	10.40%
Precision Production, Craft & Repair	.10%	13.70%
Operators, Fabricators & Laborers	5.80%	15.30%
Transportation & Materials Moving	.04%	5.20%
Handlers, Equipment Cleaners & Helpers	.09%	4.00%
Farm, Forestry & Fishing	.03%	.20%

*58% of the women in the professional field are teachers and nurses

+78% are women; half of all employed African-American and Hispanic/Mexican-American women fill clerical and administrative positions

Source: U.S. Department of Labor, *Employment and Earnings*, January 1992.

Nontraditional Careers

WOMEN	MEN
Advertising Aviation Business Executive Computer Technology Construction Electrician Engineering Equipment Design Farm/Ranch Horticulture Management Machine Trades/ Technology Mechanics Plumbing Printing Security/Loss Prevention Services Sanitation Supervision of blue-collar workers Trucking Weaponry	Cashiers Clothing/Textile Floristry Food Service Health Service (dental assistants, practical nurses, nursing aides, nurses, therapists, dietitians) Personal Service (cosmetologists, child care workers) Private Household Work Secretaries School Teachers (grades K-12) Tourism/Travel

Advantages of Nontraditional Careers

FOR WOMEN

For females in male-type jobs the advantages include:

Salary — Women often can earn higher salaries in nontraditional jobs because they have a greater choice of jobs from which to choose. Many skilled trades have opportunities for overtime pay or for shift and night hours, which pay more.

Benefits — Because many male-type jobs are unionized, greater benefits are available. Fringe benefits and job protection can often be negotiated.

Advancement Opportunities — Nontraditional jobs with apprenticeships usually have advancement steps. In construction work, for example, one can move from apprentice, to journeyworker, to supervisor, to superintendent. The skills learned and personal relationships developed may also help one start a business.

Other Advantages

FOR WOMEN

For females in male-type jobs the advantages include:

Stability — Because many companies must comply with requirements made by law regarding women and minorities, these protected groups may be the last to be laid-off during economic fluctuations.

Satisfaction — If you work in a job that matches your abilities, aptitudes, and interests, you will have more rewards for your work than if you work in a job for which you are not suited. By considering all jobs, you can find the one that is right for you.

Additional Education/Training — Many nontraditional jobs provide the opportunity to improve one's skills. There is no end, for example, to learning the craft of carpentry; one can always improve. Training is available on most jobs, and many jobs requiring specialized skills pay one while she or he is learning.

Advantages of Nontraditional Careers

FOR MEN

For males in female-type jobs the advantages include:

Environment — Female-type jobs are usually indoors with pleasant surroundings.

Hours — Most female-type jobs are eight-to-five hours and weekends off.

Training — Female-type jobs may require less training than male-type jobs.

Salary — Men working in female-dominated jobs may earn more than women in those jobs.

Stability — Most female-type jobs, such as nursing, teaching, and child care are not subject to economic and weather fluctuations which create layoffs.

Satisfaction — Many female-type jobs offer opportunities to express one's artistic abilities or desire to provide for the well-being or training of others.

Barriers

Barriers to Nontraditional Roles in School and Work

1. Becoming adept at the communication and social skills necessary to communicate with the opposite gender on the job.

2. Lacking the support of friends and family who question your desire to accept a nontraditional job.

3. Experiencing negative attitudes of classmates and co-workers.

4. Lacking self-confidence and feeling overwhelmed by more experienced workers.

5. Lacking opposite-gender role models in school or on the job.

6. Having limited experience and/or skill with the equipment, tools, and supplies used.

INVESTIGATE NONTRADITIONAL CAREERS

Activity Sheet 1

Self Inventory

Directions: Complete the following by writing a brief description of yourself.

1. My characteristics as a career person:

   My talents ______________________________

   ____

   My skills ______________________________

   ____

   My aptitudes ______________________________

   ____

   My interests ______________________________

   ____

2. My personal values:

   ____

   ____

   ____

3. My goals for a personal life:

   ____

   ____

   ____

4. My goals for a career:

____

____

____

Activity Sheet 2

Career Suitability

Directions: Circle the letter of the occupation that you think is most suited to the person described. Be ready to explain why you made this decision.

1. A person who enjoys variety in daily activities might enjoy

    a. interior design
    b. television repair
    c. physical therapy

2. A person who likes to work with others might seek a job in

    a. cosmetology
    b. carpentry
    c. computer programming

3. A person who wants to help others in emotional situations might want to be a/an

    a. apparel worker
    b. emergency medical technician
    c. marine maintenance worker

4. A person who likes being out-of-doors would choose work in

    a. horticulture
    b. office management
    c. culinary arts

5. A person who enjoys assuming responsibility would enjoy

    a. legal secretary work
    b. custom tailoring
    c. food catering

6. A person who feels comfortable making moral judgments might do

   a. hotel/motel services
   b. law enforcement
   c. real estate sales

7. A person who enjoys talking about abstract ideas such as art criticism and the future of gender equity might best be a

   a. aircraft mechanic
   b. fashion designer
   c. cabinet maker

8. A person who likes working alone might do well as a

   a. upholsterer
   b. vehicle operator
   c. graphic equipment operator

9. A person who enjoys learning and respects knowledge might be a

   a. automotive technician
   b. printer
   c. retail salesperson

10. A person who values independence might be best as a/an

   a. free-lance writer
   b. art critic
   c. sales manager

11. A person who likes being well known might want to be a

   a. city official
   b. plumber
   c. telephone repair person

12. A person who needs job security might look for work in

   a. advertising
   b. health care
   c. floristry

13. A person who enjoys creative work would prefer work as a

   a. photographer
   b. animal trainer
   c. pastry chef

14. A person who is skilled in fine detail work might be best as a

  a. child-care worker
  b. technician
  c. landscaper

15. A person who wants to travel might be satisfied as a

  a. medical doctor
  b. pilot
  c. social worker

INVESTIGATE NONTRADITIONAL CAREERS

Activity Sheet 3

Investigating a Nontraditional Career

Directions: As you research a specific nontraditional career, answer these questions:

Job title ______________________________

1. What specific duties does this job have?

____

____

2. What kind of skills are necessary to fulfill these duties?

____

____

3. What physical requirements does this job have?

____

____

4. What aptitudes, strengths, and talents are required?

____

____

5. What is the work environment?

____

____

6. What are the responsibilities?

____

____

7. What are the compensations?

8. With whom/what does a worker in this job interact?

9. What is the projected need for workers in this career?

10. Will work be available in the geographic area I want to live?

11. What training and/or education is needed to be qualified for an entry-level job in this career?

INVESTIGATE NONTRADITIONAL CAREERS

Activity Sheet 4

Ideal Career

Directions: Complete the following by writing a brief reaction to each phrase. Several words will be used in each because few careers are limited; interior design, for example, provides interaction with people, equipment, software, textiles, etc.)

My ideal career:

1. The environment (office, outdoors, shop, lab, etc.)

2. The responsibility (own boss, low stress, team work, supervisory, etc.)

3. The compensation (salary, flexible hours, security, holidays, etc.)

4. The interaction (with people, machines, animals, data, etc.)

5. Other things I want in a career:

____

____

____

Activity Sheet 5

Career Selection Test

Directions: After you have interviewed either employees or personnel managers in the career area you selected, compare your information with the information you learned in Activity Sheets 1 and 2 and your responses to Activity Sheet 4.

Job title ______________________________

1. The specific duties I think I would enjoy are:

____

____

2. The skills I have or am willing to learn are:

____

____

3. The physical requirements I have or can develop are:

____

____

4. The aptitudes, strengths, and talents I have that match those required of this job are:

____

____

5. What I like about this work environment is:

____

____

6. The responsibilities I look forward to are:

7. The compensations that match my expectations are:

8. The people and/or equipment I will enjoy working with are:

9. The need that I'll be ready to fill is:

10. Jobs will be available in these areas:

11. The training and/or education I'm committed to gain in order to be qualified in this area is:

12. I think I'll be satisfied in this career area because:

Activity Sheet Answers

Activity Sheets 1 – 5

Answers will vary.

BALANCE HOME AND WORK ROLES

Objective Sheet

Students will understand the need for balance in their personal and professional roles.

Teacher Information Sheet
Transparency 1 - Balance of Responsibilities
Transparency 2 - Family Cycles
Transparency 3 - Responsibilities to Employer
Activity Sheet 1 - Importance of Balance
Activity Sheet 2 - Time Spent
Activity Sheet 3 - Making Choices
Answers: Activity Sheets 1 - 3
Action Sheet - Family Responsibilities Chart

Vocabulary

balance
responsibility

Quotations

A human life is like a single letter in the alphabet. It can be meaningless. Or it can be part of a great meaning. --from "Who Takes Delight in Life," NY Tribune, September 5, 1956

Each man (sic) is questioned by life; and he can only answer to life by answering for his own life; to life he can only respond by being responsible. --Dr. Viktor Frankl, Viennese philosopher

Life itself must be our fountainhead, never something of someone else. Many people, especially women, draw their strength from others, instead of directly from life. A man is their source, instead of life. That attitude is as distorted and unnatural as it possibly can be. --Etty Hillesum, Victim of Holocaust

BALANCE HOME AND WORK ROLES

Teacher Information Sheet

Objective: Students will understand the need for balance in their personal and professional roles.

Lecture Notes (Transparency 1 - Balance of Responsibilities)

1. Responsibilities to self

Wise people, of many cultures and many ages have said that we as individuals must live life for ourselves. In order to do this we, both men and women, must pay attention to ourselves because the only way we know life is through our senses, our intellect, and our emotions. In order to keep these in working order, we must take care of our physical, emotional, and mental well-being. By loving ourselves enough to take care of ourselves, we can experience life first-hand, not through other people. Often we adopt the attitudes of our family regarding the importance of life's activities--work, rest, worship, and play. To live life to the fullest, we must keep these activities in balance. (Activity Sheet 1 - Balance in Life)

As Americans we have been taught that hard work will get us what we want in life--status, material goods, security, and power. If we are unhappy, it is because we have too little of these things. As a result, we work harder to get more. This may mean working more hours each day, taking a second job, working faster than our natural pace, and/or constantly competing with other people. Sometimes we believe that the more we work, the better we are as a person, and that people who do not work as we do are no good. We may feel that we are so indispensable that the plant or office will close if we are absent. As only one part of life, work can be our identity if we look to our jobs for meaning in life.

Rest is not optional even though we treat it as if it is. One of the reasons we delay resting our minds and bodies is that we think rest is a waste of time. Some cultures value a mid-day nap and have the attitude that time is a friend, not an enemy. But Americans value productivity, and resting, in most people's minds, is not productive. Developing a rest/work cycle that keeps us renewed physically and emotionally actually adds to our productivity.

Worship has many forms, from meditating privately to preaching publicly, in nature or indoors, alone or with many, according to an established ritual or a unique one. In its simplest, undenominational meaning, worship means to venerate, to honor, to adore. In other words, worship is forgetting ourselves as we acknowledge the beauty and/or power of another. For many, the other is the Creator of life. Such worship can renew our spirit and restore our faith.

The final element to balance in life is play. We owe ourselves opportunities to play just as we do to work, rest, and worship.

Play relieves tension; it is during play that we can be ourselves without the roles society assigns us. The benefits of play are many: improved physical well-being, enhanced relationships, release of stress, improved sleep patterns, creative stimulation and satisfaction, and others. It is important that our play be non-competitive, without rules, that it takes us away from our ordinary structured lives. Play may have to be planned, but the planning, too, should be entertaining. (Activity Sheet 2 - Time Spent)

2. Responsibilities to family

Most people parent the way they were parented. This means that you will follow the pattern set by your parents. If you want to rear your children differently, you must make a conscious decision to do so.

a. As a parent you are the chief nurturer of your children. This means you are their model for physical, spiritual, and intellectual development. In addition to providing the material goods essential to growth--shelter, clothing, medical care, and education--you teach the values you think are important and want continued in the human race. All of this is done because you love your offspring.

When a woman bears a child she enters into the greatest love affair of her life. It is this great love that also causes the conflicts in child rearing. Being able to say, "No," avoiding overindulging the child, needing to control every aspect of the child's life, and confronting the desire to have a perfect child are among the most difficult issues parents face.

Responsibilities include, among other things, providing the experience for the child to learn 1) respect for all people and all life, 2) the natural and logical consequences of behavior, 3) the skills necessary to cope with a changing world, 4) a vocation with which to earn a living, and 5) an avocation he or she enjoys.

b. As a spouse your responsibilities change as you and your mate mature. The three areas in which responsibilities are either discussed or taken for granted are 1) partnership stability, 2) social task performance, and 3) sexual functioning.

A poll by Yankelovich, Skelly & White, Inc., in 1981, found that men usually have not formulated ideas regarding responsibilities when they marry. In general, men say they want support and "creature comforts" such as hot meals and available sex. Women, on the other hand, say they know what they want: emotional communication, personal autonomy, financial independence, and physical safety.

Women say they are taught by their mothers to "marry up," that is, marry someone of higher social and/or economic class than they; men say they are taught to talk at, not listen to, women. This means that discussing expectations before marriage may help define the responsibilities of each partner after marriage.

Sociologists generally define eight stages in the life cycle of a family. Each stage requires change and has its own responsibilities for marriage partners. (Transparency 2 - Family Cycles)

I. Beginning families - married couples without children
II. Childbearing families - oldest child is newborn to 30 months old
III. Families with preschool child - oldest child is 2 ½ to 6 years old
IV. Families with school children - oldest child 6 to 13 years old
V. Families with teenagers - oldest child is 13 to 20 years old
VI. Families as launching centers - first child gone to last child leaving home
VII. Mature families - empty nest to retirement
VIII. Aging families - retirement to death of one or both spouses

Change is certain in one's life in both responsibilities and relationships. Developing coping skills early will help one take care of himself/herself and others.

c. As a member of an extended family a person wears many hats--daughter/son, brother/sister, aunt/uncle, cousin, in-law, step-relation, ex-spouse, etc. As a result, one must be flexible in adjusting to the different expectations of other family members.

In well-functioning families everyone gains something and loses nothing as a result of being in the unit. The better we know ourselves, the better we will be able to have our needs met and our rights protected as well as help meet the needs and protect the rights of others.

3. **Responsibilities to employer** (Transparency 3 - Responsibilities to Employer)

You have four areas of responsibility to your employer: people, actions, looks, and self.

a. Employees need to have effective interpersonal and communication skills. They must be able to relate to the public whom they serve. As an employee you can observe other employees who are successful and adapt what works for them in your own interactions. Give polite, positive greetings and responses; avoid interrupting others while they speak; show positive body language; and know as much helpful information about the company and your job as you can.

b. Employees need to be on time, listen to instructions, concentrate on their work, and work their full schedule. Arrive a few minutes early to be ready when your pay begins. Arrive rested and ready to work; take no more than your scheduled break time. Make lists of things to be done so you can work even when business activity is slow. Focus on job tasks that need to be done, not on personal concerns.

c. Employees need to be clean and neat; they need to dress and act professionally. You should check your appearance--hair, hands, clothing--several times a day. Observe how successful employees dress.

d. Employees need to care about their job and be loyal to their company. You can do this by expressing yourself and acting as part of the company team. Take responsibility for knowing your strengths and weaknesses as a person and addressing those that interfere with your job performance. Develop strategies to adjust with change and to help others. Avoid gossip and chatter.

In short, your responsibilities to your employer are exactly those that you would want from an employee if you were the boss. Be the best employee you can be.

Balance of Responsibilities

People have three areas of responsibilities:

1. **Self**
2. **Family**
3. **Employer**

Family Cycles

I. Beginning families - married couples without children

II. Childbearing families - oldest child is newborn to 30 months old

III. Families with preschool child - oldest child is 2 ½ to 6 years old

IV. Families with school children - oldest child 6 to 13 years old

V. Families with teenagers - oldest child is 13 to 20 years old

VI. Families as launching centers - first child gone to last child leaving home

VII. Mature families - empty nest to retirement

VIII. Aging families - retirement to death of one or both spouses

Responsibilities to Employer

Employees have
four areas of responsibility
to employers:

a. Effective interpersonal and communication skills

b. Attention to schedules, instructions, and performance of work

c. Neat, clean appearance

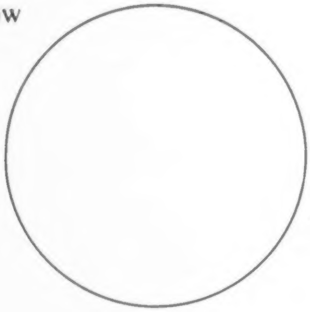
d. Positive concern about the quality of work, the welfare of the employer, and assistance to others

Activity Sheet 1

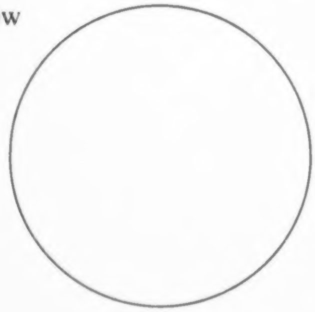
Importance of Balance

Directions: Draw lines in the circles to show how important you think each is--work, rest, worship, and play.

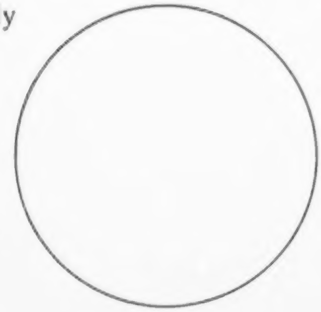
To you now



To your family now



To your future family



BALANCE HOME AND WORK ROLES

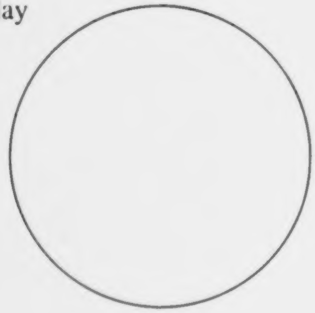
Activity Sheet 2

Time Spent

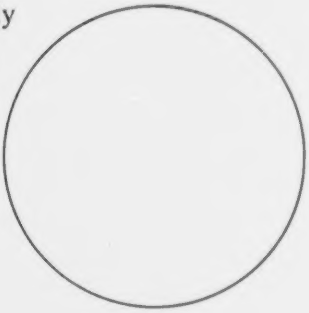
Part I

Directions: Draw lines in the circles to show much time you actually spend in each area--work, rest, worship, and play.

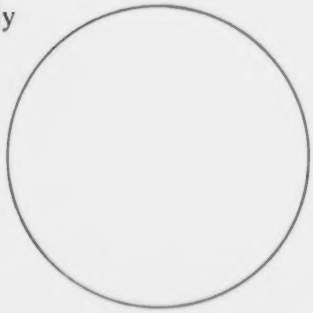
In your day



In the day of your family



In the day of your future family



Part II

How do these compare with Activity Sheet 1, the importance of each?

BALANCE HOME AND WORK ROLES

Activity Sheet 3

Making Choices

Directions: Put yourself into each of the following scenarios. What choices would you make? How would you explain to the others involved why you made that choice?

1. You feel physically and emotionally exhausted, but you promised your nine-year-old son you would take him to the park after work. Tomorrow will be a long, hard day for you in your sales job, driving throughout the state calling on customers. What do you do?

   ____

   ____

   ____

   What do you say to your child?

   ____

   ____

   ____

2. Three big events happen to fall on the same day--your dad is having gall bladder surgery for the second time, the state accrediting team checks your office records, and your kindergarten child has a birthday. What will you do?

   ____

   ____

   ____

3. You left work early so you could pick up the props for your child's school play at 3:30. Your boss was nice enough to let you leave on the promise that you'd have an important report ready for an 8:00 a.m. meeting tomorrow. Your spouse walks in with a classic movie you'd both been waiting to see for months. What do you do?

What do you say to your spouse/boss?

4. You really want to see the moon eclipse at 4:00 a.m. with your physics class. Mr. Duncan will have a special telescope set up on the roof of the school. Your best friend at work asks you to take the late shift because she/he has a "hot" date. You want to help out, but you know you have an important speech sixth hour of the day tomorrow. What do you do? What do you say to your friend?

5. You are to give a brief biographical sketch of your spouse, one of four national winners for outstanding work, at a 7:00 p.m. banquet. Your four-year-old is crying for you to stay home. Your college roommate, whom you've not seen in many years, is in town, too, from 8:00 p.m. to 8:00 a.m. on a layover and has asked to see you. What do you do?

BALANCE HOME AND WORK ROLES

Activity Sheet Answers

Activity Sheets 1-3

Answers will vary.

BALANCE HOME AND WORK ROLES

Action Sheet

Family Responsibilities

The goal of this activity is to help students identify their feelings about the responsibilities they have within their families. Three words may be used to describe their reactions:

- Compulsion: some outside force influences you

  Ex: I don't want to clean house, but somebody's got to.

- Habit: you do something without thinking about it

  Ex: I never think about it; I just clean it.

- Free choice: you do something because you want to

  Ex: I like to clean house for company and holidays, but not every week.

Materials

1. Markers and newsprint
2. One "Family Responsibilities Chart" for each student
3. One copy of the questions for each student
4. One copy of the "Alternatives Chart" for each student

Procedure

1. Review the meanings of compulsion, habit, and free choice.

2. Distribute "Family Responsibilities Chart" and give students 15 minutes in which to complete it.

3. Divide students into groups of 5-7 to share how things are done in their families.

4. Distribute "Questions Related to Family Responsibilities" and "Alternatives Chart."

5. Instruct students to keep discussions on the questions provided. One member should keep notes for a report to the total group. Allow 30 minutes for discussion.

6. Call the total group together, ask for a report from each group, and record the alternatives in front of the group.

7. Summarize the findings. Emphasize that after the completion of this activity student may want to continue their old behavior or develop conscious, free-choice alternatives. If they want to change, they must remember that their behavior will affect all family members. One person cannot decide to "never clean house again" without consulting other family members.

Discussion

1. What do these roles say about what men and women do?

2. How would our alternatives affect other members? Would it free them to make changes, too?

Action Sheet - Family Responsibilities Chart

TASK	**WHO IS RESPONSIBLE FOR**				**IT IS DONE OUT OF**		
	Mother	Father	Male Child	Female Child	Compulsion?	Habit?	Free Choice?
Meal preparation	___	___	___	___	___	___	___
Meal cleanup	___	___	___	___	___	___	___
Laundry	___	___	___	___	___	___	___
Lawn mowing	___	___	___	___	___	___	___
Car washing	___	___	___	___	___	___	___
Household repairs	___	___	___	___	___	___	___
Carrying out garbage	___	___	___	___	___	___	___
Buying groceries	___	___	___	___	___	___	___
Buying clothing	___	___	___	___	___	___	___
Selecting gifts, cards for special occasions	___	___	___	___	___	___	___
Cleaning the bathrooms	___	___	___	___	___	___	___
Caring for children	___	___	___	___	___	___	___
Running vacuum	___	___	___	___	___	___	___
Mopping floors	___	___	___	___	___	___	___
Paying bills	___	___	___	___	___	___	___
Car repair and maintenance	___	___	___	___	___	___	___
Making beds	___	___	___	___	___	___	___
Picking up house	___	___	___	___	___	___	___

Action Sheet - Family Responsibilities

Questions Related to Family Responsibilities

1. What patterns did you observe? Why do you think the patterns have developed in this manner?

2. Would you or anyone in your family like to change the pattern of these tasks? Why or why not?

3. What tasks were typically done by females? by males? Were these tasks fairly well divided?

4. If the tasks were well divided, which tasks are daily? weekly? monthly? What difference does this make?

5. What are the reasons that one sex couldn't assume those tasks typically done by the opposite sex?

6. What are the barriers that prevent one sex from assuming those tasks typically done by the opposite sex? Are the barriers physical, emotional, intellectual, or other types?

7. Are the tasks on your list done mainly out of compulsion, habit, or free choice? What are the reasons behind this?

8. What efforts could you make in your family situation to ensure that tasks and responsibilities were accomplished through free choice? Is this possible?

9. What specific alternatives could be implemented in your situation? List the alternatives on the chart provided. Try to list as many alternatives as possible. Then respond to them as individuals. Would you consider the alternative, consider trying it, or just forget it? What, if any, problems would you encounter in trying to implement some of the changes?

Action Sheet - Family Responsibilities

Alternatives Chart

	ALTERNATIVES	I'll Try it	Maybe I'll Try it	I Won't Try it
1.	____________________	____	____	____
2.	____________________	____	____	____
3.	____________________	____	____	____
4.	____________________	____	____	____
5.	____________________	____	____	____
6.	____________________	____	____	____
7.	____________________	____	____	____
8.	____________________	____	____	____
9.	____________________	____	____	____
10.	____________________	____	____	____
11.	____________________	____	____	____
12.	____________________	____	____	____
13.	____________________	____	____	____
14.	____________________	____	____	____
15.	____________________	____	____	____
16.	____________________	____	____	____
17.	____________________	____	____	____
18.	____________________	____	____	____
19.	____________________	____	____	____
20.	____________________	____	____	____